
South Dakota Alternate Academic Content and Achievement Standards

Reading Standards



Board Approved
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Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING KINDERGARTEN

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: K.R.1.1. (Knowledge) Students can identify and manipulate phonemes and words in spoken language.	
Alternate Content Standard: K.A.R.1.1. (Knowledge) Students can identify phonemes in isolation.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify phonemes in language.	<ul style="list-style-type: none"> Identify same/different phonemes. Examples: <ol style="list-style-type: none"> hat/hat hat/mop
Applying: Identify phonemes in isolation.	<ul style="list-style-type: none"> Identify same/different phoneme. Examples: <ol style="list-style-type: none"> /m/, /b/ /m/, /m/
Developing: Match a picture/object to an associated letter sound/representation.	<ul style="list-style-type: none"> Match animal picture to sound/representation. Match instrument to sound/representation. Match functional objects to sound/representation (telephone or clock).

Introducing: Attend/respond to a sound/tactile representation.	<ul style="list-style-type: none"> • Voluntary movement toward sound/representation. • Gaze toward direction of sound/representation. • Reach for objects that make sound.
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General Education Standard:

K.R.1.2. (Knowledge) Students can match letters and sounds and use them in decoding and making C-V-C words.

Alternate Content Standard:

K.A.R.1.2. (Knowledge) Students can match 10 letters to a corresponding sound/representation.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Match 26 letters to corresponding sound/representation.	<ul style="list-style-type: none"> • When given a choice of two letters, match to corresponding sound/representation. • Find objects in environments that begin with corresponding sound.
Applying: Match 10 letters to corresponding sound/representation.	<p>Examples:</p> <ol style="list-style-type: none"> 1. Sound Bingo 2. Match game 3. Memory 4. Word Wall
Developing: Match uppercase letters.	<ul style="list-style-type: none"> • Match uppercase letters (M to M).
Introducing: Attend/respond to a representation of a named letter.	

General Education Standard:

K.R.1.3. (Knowledge) Students can comprehend and use vocabulary from text read aloud.

Alternate Content Standard:

K.A.R.1.3. (Knowledge) Students can match CVC words to representations from presented text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select appropriate word to complete sentence from text.	<ul style="list-style-type: none"> • Complete a sentence by selecting an appropriate picture/word. • Choose a representation/picture that matches a sentence.

Applying: Match CVC words to representations from presented text.	<ul style="list-style-type: none"> • Match picture/representation of cat to word cat. • Matching games • Bingo (picture)
Developing: Match representations from presented text.	<ul style="list-style-type: none"> • Match a representation of a dog to the dog in the text, etc.
Introducing: Attend/respond to representations related to presented text.	<ul style="list-style-type: none"> • Respond to the presentation of illustrations related to text. • Respond to the presentation of manipulatives related to the presented text.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: K.R.2.1. (Knowledge) Students can comprehend and respond to text read aloud. Alternate Content Standard: K.A.R.2.1. (Knowledge) Students can respond to text read aloud.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Follow along with text read aloud.	<ul style="list-style-type: none"> • Track with finger as story is read.
Applying: Respond to text read aloud.	<ul style="list-style-type: none"> • Display like or dislike of story being read. • Show enjoyment of text. • Make choices between texts to read.
Developing: Demonstrate attention to text read aloud.	<ul style="list-style-type: none"> • Demonstrate an attending response to presentation of a story
Introducing: Explore reading materials.	<ul style="list-style-type: none"> • Explore textured books, picture books, simple stories.

General Education Standard: K.R.2.2. (Knowledge) Students can identify all uppercase and lowercase letters and matching sounds with automaticity. Alternate Content Standard: K.A.R.2.2. (Knowledge) Students can match eight upper to lower case letters.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Match 13 upper to lower case letters.	Examples: 1. File folders

	2. Letter bingo 3. Letter tiles 4. Playdough letter cutters
Applying: Match eight upper to lower case letters.	Examples: 1. File folders 2. Letter bingo 3. Letter tiles 4. Playdough letter cutter
Developing: Match uppercase letters.	Examples: 1. File folders 2. Letter Bingo 3. Letter tiles 4. Playdough letter cutters
Introducing: Respond to a representation of a named letter.	Examples: 1. Textured letters (sandpaper) 2. Handwriting Without Tears stick symbols

General Education Standard:

K.R.2.3. (Knowledge) Students can read sight words and high-frequency words with automaticity.

Alternate Content Standard:

K.A.R.2.3. (Knowledge) Students can locate signs/labels in their environment.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify signs/labels in their environment.	<ul style="list-style-type: none"> Identify bathroom symbols, exit, schedule symbols, etc.
Applying: Locate signs/labels in their environment.	<ul style="list-style-type: none"> Locate bathroom symbols, exit, schedule symbols, etc.
Developing: Match signs/labels.	<ul style="list-style-type: none"> Match bathroom symbols, exit, schedule symbols, etc.
Introducing: Respond to signs/labels in daily routine.	<ul style="list-style-type: none"> Schedule symbols Environmental symbols

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:**K.R.3.1. (Knowledge) Students can identify concepts of print in text.****Alternate Content Standard:****K.A.R.3.1. (Knowledge) Students can track left to right progression.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Track left to right and top to bottom progression with representational cues.	<ul style="list-style-type: none">• Track line under text, at end of line move finger to dot at the beginning of the next line.• Living Books computer programs (highlights text left to right, top to bottom as it reads).
Applying: Track left to right progression.	<ul style="list-style-type: none">• Track line under text from left to right.• Sliding word frame
Developing: Manipulate a book from front to back.	<ul style="list-style-type: none">• Turn pages in book.• Activate switch to request page turning.• Open/close book.• Books on tape – follow prompt.• Follow a left to right work system or schedule.
Introducing: Identify a book.	<ul style="list-style-type: none">• Gaze toward book.• Scan to find picture of book.• Point to book.

General Education Standard:**K.R.3.2. (Knowledge) Students can tell what authors and illustrators do.****Alternate Content Standard:****K.A.R.3.2. (Knowledge) Students can imitate the work of authors or illustrators.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Share stories or illustrations with others.	<ul style="list-style-type: none">• Tell or share a story with a friend.• Look at picture books with a partner.
Applying: Imitate the work of authors or illustrators.	<ul style="list-style-type: none">• Draw or paint a picture. Example: paint spinner adapted with switch, pudding painting, coloring, etc.• Write a story (kid writing).• Show pictures from a field trip or family activity.
Developing: Demonstrate writing movements.	<ul style="list-style-type: none">• Make marks on a paper.• Make back and forth movements on paper.• Trace letters (can use various tactile means).

	<ul style="list-style-type: none"> Use any adapted illustration means (computerized drawing, wheelchair mount chalker, pogo stick painting, swirl art, etc.) to illustrate feelings following a story.
Introducing: Grasp a writing utensil.	<ul style="list-style-type: none"> Grasp adapted writing instrument. Examples: insulator foam around marker, pencil built up with clay, styrofoam ball with pencil in it, or pencil grips

General Education Standard:

K.R.3.3. (Knowledge) Students can distinguish fiction from nonfiction.

Alternate Content Standard:

K.A.R.3.3. (Knowledge) Students can distinguish between “make-believe” and “real” in everyday experiences.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Distinguish between “make-believe” and “real” in everyday experiences and stories.	<ul style="list-style-type: none"> Clifford book vs. book on dogs Play cooking vs. real cooking
Applying: Identify between “make-believe” and “real” in everyday experiences.	<ul style="list-style-type: none"> Play cooking vs. real cooking Pretend or role play being a fire fighter vs. visiting a firehouse
Developing: Imitate real-life experiences through make-believe play.	<ul style="list-style-type: none"> Role play community helpers (doctor, baker, fire fighter, mailman, etc.) Deliver mail throughout building.
Introducing: Explore objects of real-life-experiences.	<ul style="list-style-type: none"> Manipulate telephone, keyboard, etc.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard:

K.R.4.1. (Knowledge) Students can recognize that literature from various cultures shows differences.

Alternate Content Standard:

K.A.R.4.1. (Knowledge) Students can match objects/representations of various cultures.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize similarities or differences in cultural text.	<ul style="list-style-type: none"> Similarities/differences in setting (place of work, type of home, etc.)

	<ul style="list-style-type: none"> Similarities/differences in way of dress/appearance
Applying: Match objects/representations of various cultures.	<ul style="list-style-type: none"> Match representations to representations (object to object, object to picture, picture to picture) <p>Example: menorah to Jewish holiday; New Year's Dragon to Chinese; Piñata to Mexican celebration; Buffalo to Native Americans</p>
Developing: Participate in various stories, poems, or songs from different cultures.	<ul style="list-style-type: none"> Manipulate objects presented in cultural text (maracas, sombrero, Chinese dragon, piñata, arrowhead, etc.) Activate switch to present story or song.
Introducing: Attend/respond to various stories, poems, or songs from other cultures.	<ul style="list-style-type: none"> Reach for/visually locate cultural object.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<p>General Education Standard: K.R.5.1 (Knowledge) Students can locate informational text at school.</p> <p>Alternate Content Standard: K.A.R.5.1 (Knowledge) Students can identify representations of familiar objects/surroundings from home or school environment.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Classify representations of familiar objects/surroundings from home or school environment.	<ul style="list-style-type: none"> Sort school/home related objects by color. Sort school/home objects by a characteristic (people, school supplies, food, etc.)
Applying: Identify representations of familiar objects/surroundings from home or school environment.	<ul style="list-style-type: none"> Identify functional representational objects in home/school environment (pencil, book, chair, food items, etc.).
Developing: Respond to representations of familiar objects/surroundings from home or school environment.	<ul style="list-style-type: none"> Manipulate (grasp, touch, use, activate with switch) representations from school/home environment. Role play real-life functions of objects (kitchen set, tools, play school, baby care etc.) Match which objects would go in which room: toilet=bathroom, bed=bedroom, stove=kitchen.

Introducing: Explore representations of familiar objects/surroundings from home or school environment.	<ul style="list-style-type: none"> Attend to/reach for objects from school/home environment.
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General Education Standard:

K.R.5.2. (Knowledge) Students can alphabetize letters.

Alternate Content Standard:

K.A.R.5.2. (Knowledge) Students can match a sequence of five letters in alphabetical order.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Complete a sequence of five letters of the alphabet.	<ul style="list-style-type: none"> Sequence letters. (magnetic letter cards, stamps, tiles, etc.) Insert/identify missing letter from a pattern.
Applying: Match a sequence of five letters in alphabetical order.	<ul style="list-style-type: none"> Alphabet puzzle Match letters to template. (magnetic letter cards, stamps, tiles etc.)
Developing: Participate in alphabet sequencing.	<ul style="list-style-type: none"> Activate switch to sing ABC song. Locate alphabetical representations throughout room. Playdough letters, stamps, shaving cream, pudding, sand, cornstarch/water mixture, etc. Sidewalk chalk letters
Introducing: Attend/respond to the alphabet.	<ul style="list-style-type: none"> Respond to tracing of letter on back with finger. Respond to singing of ABC song.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 1

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
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Indicator 1: Students can recognize and analyze words.

General Education Standard:

1.R.1.1. (Application) Students can decode words using short vowel sounds.

Alternate Content Standard:

1.A.R.1.1. (Knowledge) Students can match 26 letters to corresponding sounds/representations.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify short vowel sounds/representations in isolation.	<ul style="list-style-type: none"> • Use letter card to represent given vowel sound.
Applying: Match 26 letters to corresponding sounds/representations.	Examples: <ol style="list-style-type: none"> 1. Flash cards 2. Magnetic letters 3. Letter tiles 4. Computer
Developing: Match 13 letters to corresponding sounds/representations.	Examples: <ol style="list-style-type: none"> 1. Flash cards 2. Magnetic letters 3. Letter tiles 4. Computer
Introducing: Attend/respond to a representation of a named letter.	

General Education Standard:**1.R.1.2. (Application) Students can read text by decoding word parts.****Alternate Content Standard:****1.A.R.1.2. (Knowledge) Students can identify letter sounds/representations within words.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify initial consonant sounds/representations.	<ul style="list-style-type: none">• Select objects beginning with same initial consonant sound/representation.• Sound bingo• Flashlight on selected word/picture representations on word wall.
Applying: Identify letter sound/representations within words.	<ul style="list-style-type: none">• Circle /t/ sound in a word.• Locate letters in words in the environment.
Developing: Match letters to make words.	<ul style="list-style-type: none">• Use tiles, magnetic letters, etc., to match to a word template.• Boggle, Jr.• Scrabble, Jr.
Introducing: Attend/respond to words in their environment.	<ul style="list-style-type: none">• Functional words (name, schedule words, etc.)

General Education Standard:**1.R.1.3. (Synthesis) Students can blend sounds of words to read text.****Alternate Content Standard:****1.A.R.1.3. (Comprehension) Students can distinguish sounds/representations and patterns.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Manipulate initial consonants to create C-V-C words.	<ul style="list-style-type: none">• Manipulate word families.• Make words
Applying: Distinguish sounds/representations and patterns.	<ul style="list-style-type: none">• Rhyming words• Word families• Match rhyming representations.• Nursery rhymes
Developing: Imitate patterns with words.	<ul style="list-style-type: none">• Repeat word family sequence.• Repeat repetitive text.
Introducing: Attend/respond to simple rhymes.	<ul style="list-style-type: none">• Attend/respond to activities related to nursery rhymes and songs.• Engage in sound play.

General Education Standard:**1.R.1.4. (Analysis) Students can separate two part words orally and in text.****Alternate Content Standard:****1.A.R.1.4. (Application) Students can combine two words to make a compound word with representational cues.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Separate a compound word into two parts.	<ul style="list-style-type: none">• Snowman = snow + man using picture/representations or words.
Applying: Combine two words to make a compound word with representational cues.	<ul style="list-style-type: none">• Snow + man = snowman using picture/representations or words.
Developing: Match two word cards to make a compound word with representational cues.	<ul style="list-style-type: none">• Match two word cards to a compound word template. Example: 1. snowman (snow man)
Introducing: Attend/respond to functional compound words with representational cues.	Examples: 1. bathroom 2. toothbrush 3. hairbrush

General Education Standard:**1.R.1.5. (Knowledge) Students can identify root words and their inflectional forms in text.****Alternate Content Standard:****1.A.R.1.5. (Knowledge) Students can identify a representation that shows more than one. (plural)**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Add –s to a word or representation to show more than one.	Examples: 1. dog + s = dogs 2. picture of a dog + s
Applying: Identify a representation that shows more than one. (plural)	<ul style="list-style-type: none">• Choose from two pictures, the one that shows more than one. (plural)
Developing: Match pictures/representations to show one or more than one.	<ul style="list-style-type: none">• Matching file folder• Sort pictures
Introducing: Attend/respond to the representational cue that shows more than one.	

General Education Standard:

1.R.1.6. (Comprehension) Students can interpret vocabulary when reading independently.

Alternate Content Standard:

1.A.R.1.6. (Knowledge) Students can identify a representation that matches a word in text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select appropriate word to complete sentence from presented text.	<ul style="list-style-type: none">• Choose a word from a word bank.
Applying: Identify a representation that matches a word in text.	<ul style="list-style-type: none">• A dog runs. Find a picture of a dog.
Developing: Match picture/representation to word.	<ul style="list-style-type: none">• Match word dog to a representation of dog.
Introducing: Attend/respond to objects/representations that match the text.	

General Education Standard:

1.R.1.7. (Application) Students can read high-frequency words in text.

Alternate Content Standard:

1.A.R.1.7. (Knowledge) Students can identify signs/labels in their environment.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read 10 or more functional words.	Examples: <ul style="list-style-type: none">1. color words2. number words3. survival words4. environmental print
Applying: Identify signs/labels in their environment.	<ul style="list-style-type: none">• Point to colors, signs, numbers, signs, schedule words, etc.
Developing: Match signs and labels.	<ul style="list-style-type: none">• Match “stop sign” to “stop sign”.
Introducing: Attend/respond to signs and labels in daily routine.	<ul style="list-style-type: none">• Signs such as bathroom, etc.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: 1.R.2.1. (Application) Students can comprehend text by applying reading strategies.	
Alternate Content Standard: 1.A.R.2.1. (Application) Students can sequence two or three events using representation from presented text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Describe the ending of the text.	
Applying: Sequence two or three events using representation from presented text.	<ul style="list-style-type: none">• Sequence story cards.• Match the sequence of events in a story.
Developing: Sequence familiar events.	<ul style="list-style-type: none">• Sequence steps with picture cues. (tooth brushing, grooming, schedule, etc.)
Introducing: Attend/respond to text.	<ul style="list-style-type: none">• Gaze or point to yes/no cards to answer questions.• Use communication switch to indicate yes/no to answer questions.

General Education Standard: 1.R.2.2. (Application) Students can utilize comprehension strategies.	
Alternate Content Standard: 1.A.R.2.2. (Application) Students can respond to comprehension questions involving who from presented text.	
Alternate Content Standards Grade Level Achievement Descriptors	Alternate Content Standards Grade Level Achievement Descriptors
Advancing: Respond to comprehension questions involving who and what from presented text.	<ul style="list-style-type: none">• Relate books of similar topics.• Relate books to personal experience.
Applying: Respond to comprehension questions involving who from presented text.	<ul style="list-style-type: none">• Relate books to personal experience.
Developing: Identify the main character from presented text from representational cues.	<ul style="list-style-type: none">• Match character to character.• Social stories, personal stories, autobiography
Introducing: Attend/respond to a story.	<ul style="list-style-type: none">• Interact, attend to representation of main character.

General Education Standard:

1.R.2.3. (Comprehension) Students can read fluently to comprehend text.

Alternate Content Standard:

1.A.R.2.3. (Comprehension) Students can read repetitive phrases with representational cues.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read familiar text with representational cues.	<ul style="list-style-type: none"> • Repetitive story written using Writing with Symbols or picture symbols/Rebus story.
Applying: Read repetitive phrases with representational cues.	<ul style="list-style-type: none"> • Read phrase written using Writing with Symbols or picture symbols/Rebus story. • Flannel board/pocket chart phrase with pictures.
Developing: Imitate a repetitive phrase.	<ul style="list-style-type: none"> • Access switch to say a repetitive phrase.
Introducing: Attend/respond to repetitive text.	<ul style="list-style-type: none"> • Repetitive text Examples: Eric Carle books, Mercer Mayer, etc.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:

1.R.3.1. (Knowledge) Students can identify major literary elements in text.

Alternate Content Standard:

1.A.R.3.1. (Knowledge) Students can match character from text to appropriate setting.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Sequence from beginning to end using representational cues.	<ul style="list-style-type: none"> • Sequence story cards. • Sequence sentence strips on a pocket chart. • Sequence comic strips.
Applying: Match character from text to appropriate setting.	<ul style="list-style-type: none"> • Animals to animal homes • Flannel board settings/characters • Classifying game
Developing: Match character to character or setting to setting.	<ul style="list-style-type: none"> • Match picture to picture in book. • Match setting to setting in book.
Introducing: Attend/respond to the character in the story.	<ul style="list-style-type: none"> • Puppets or flannel board pictures • Book on tape (where character is the narrator)

General Education Standard:

1.R.3.2. (Analysis) Students can identify similarities and differences in text written by the same author.

Alternate Content Standard:

1.A.R.3.2. (Knowledge) Students can identify representations/objects from text that are similar or different.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Sort and classify objects/representations from text based on similarities or differences.	<ul style="list-style-type: none">• Classify pictures or objects by quality (people, bugs, farm animals, transportation, etc.).• File folders, matching games, etc.
Applying: Identify representations/objects from text that are similar or different.	<ul style="list-style-type: none">• Read Clifford and Henry and Mudge to identify similarities or differences. (both dogs, one is red, one is brown)
Developing: Match a representation/object from text to a real object.	<ul style="list-style-type: none">• Read Clifford and match stuffed animal dog to Clifford in the story.
Introducing: Grasp a familiar object.	

General Education Standard:

1.R.3.3. (Analysis) Students can identify the differences between genres including fiction, nonfiction, and poetry.

Alternate Content Standard:

1.A.R.3.3. (Comprehension) Students can distinguish between “make-believe” and “real” in text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Distinguish between “make-believe” and “real” in a variety of texts.	<ul style="list-style-type: none">• Person in story vs. person in magazine or newspaper.
Applying: Distinguish between “make-believe” and “real” in text.	<ul style="list-style-type: none">• From <i>Caterpillar to Butterfly</i> vs. <i>The Very Hungry Caterpillar</i>.
Developing: Role play real life experiences.	<ul style="list-style-type: none">• Role play community helpers (doctor, baker, fire fighter, mailman, etc.)• Deliver mail throughout building.
Introducing: Manipulate objects of real-life experiences.	<ul style="list-style-type: none">• Manipulate telephone, keyboard, etc.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard: 1.R.4.1. (Analysis) Students can compare text from different cultures as read aloud by teacher.	
Alternate Content Standard: 1.A.R.4.1. (Knowledge) Students can match representations/objects from various legends, celebrations, and traditions.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize similarities and differences in cultural legends, celebrations, and traditions.	<ul style="list-style-type: none"> Similarities/differences in celebrations. (compare birthdays, winter holidays, etc.)
Applying: Match representations/objects from various legends, celebrations, and traditions.	<ul style="list-style-type: none"> Match representations to representations (object to object, object to picture, picture to picture). Example: birthday cake to birthdays, colored eggs to Easter, tree to Christmas, kilts to Scotland, bagpipes to Irish, etc.
Developing: Participate in cultural legends, celebrations, and traditions.	<ul style="list-style-type: none"> Manipulate objects from cultural legends, celebrations and traditions. Role play cultural celebrations and traditions. Participate in cooking a dish commonly used at a cultural celebration. Activate switch to present text.
Introducing: Attend/respond to various cultural legends, celebrations, and traditions.	<ul style="list-style-type: none"> Reach/visually locate cultural object. Activate switch to present text.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard: 1.R.5.1. (Application) Students can locate and utilize a table of contents.	
Alternate Content Standard: 1.A.R.5.1. (Knowledge) Students can identify a table of contents.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Locate a table of contents in text.	<ul style="list-style-type: none"> When presented with a text, find the table of contents.

Applying: Identify a table of contents.	<ul style="list-style-type: none"> • Show two pages from a book and indicate which one is the table of contents.
Developing: Match examples of different table of contents.	<ul style="list-style-type: none"> • File folder with table of contents to match table of contents • Match copy of table contents to table of contents in book.
Introducing: Attend/respond to a text with a table of contents.	<ul style="list-style-type: none"> • Activate switch to present text with a table of contents. • Attend/reach for a text with a table of contents.

General Education Standard:

1.R.5.2. (Analysis) Students can alphabetize words to the first letter.

Alternate Content Standard:

1.A.R.5.2. (Application) Students can complete a sequence of five or more letters.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Alphabetize letters.	<ul style="list-style-type: none"> • Sequence magnetic letters, letter cards, stamps, tiles, etc. • Alphabet puzzle
Applying: Complete a sequence of five or more letters.	<ul style="list-style-type: none"> • Alphabet puzzle • Sequence magnetic letters, letter cards, stamps, tiles, etc., to template.
Developing: Participate in sequencing letters.	<ul style="list-style-type: none"> • Activate switch to sing ABC song. • Locate alphabetical representations throughout room. • Playdough letters, stamps, shaving cream, pudding, sand, cornstarch/water mixture, etc. • Sidewalk chalk letters • File folder activity involving matching a sequence of letters.
Introducing: Attend/respond to the alphabet.	<ul style="list-style-type: none"> • Respond to tracing of letter on back with finger. • Respond to singing of ABC song. • Feel textured letters. • Feel playdough representations of letters. • Attend to visual presentation of letters on computer screen.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 2

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: 2.R.1.1. (Analysis) Students can decode to read and recognize words.	
Alternate Content Standard: 2.A.R.1.1. (Knowledge) Students can identify letters, sounds, and patterns in words.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Decode words using short vowel sounds.	<ul style="list-style-type: none"> Blend sounds of CVC words to read text. Circle/say the letter/sound that makes the short vowel sound in a word. Example: Cat – circle/say /a/
Applying: Identify letters, sounds, and patterns in words.	<ul style="list-style-type: none"> Identify letters by naming the sound. Identify letter by pointing, upper and lower case. Circle all letter “t” in a sentence. Circle patterns within words. (e.g. cat, hat...students circles each “at”)
Developing: Match sound to picture.	<ul style="list-style-type: none"> Say sound /b/ and find the representation of bat. Match letter to letter /b/ to /b/.

Introducing: Respond to a sound/phonemes/sound pattern in words and phrases.	<ul style="list-style-type: none"> Respond to sounds. (voice, music, animal sounds etc.) Example: A cow says “Moooooooo”. Verbal approximation/imitation of the sound.
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General Education Standard: 2.R.1.2. (Knowledge) Students can read simple contractions and identify the two words which are combined in text. Alternate Content Standard: 2.A.R.1.2. (Knowledge) Students can identify simple contractions.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify simple contractions and match the two words to the contraction.	<ul style="list-style-type: none"> Select the word <i>can't</i> and match with the words <i>can</i> and <i>not</i>.
Applying: Identify simple contractions.	<ul style="list-style-type: none"> Present a list of words and select the contractions.
Developing: Match a contraction to a contraction.	<ul style="list-style-type: none"> Present a list of contractions and match the contraction to the same contraction. Example: can't = can't
Introducing: Attend to text with contractions.	<ul style="list-style-type: none"> Present a sentence with the contraction and with the whole words.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: 2.R.2.1. (Application) Students can apply strategies to read and comprehend text. Alternate Content Standard: 2.A.R.2.1. (Application) Students can use strategies to comprehend text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Use strategies to read and comprehend text.	<ul style="list-style-type: none"> Answer “why” questions. Identify beginning, middle, or end of a story using a representation.
Applying: Use strategies to comprehend text.	<ul style="list-style-type: none"> Answer “why” questions from multiple choices. Illustrate using any media. (Clay, computer, chalk, etc.) Provide one detail from story.

Developing: Comprehend and respond to presented text.	<ul style="list-style-type: none"> • Answer “yes” or “no” questions. • Respond to questions using a topic board. • Match a response to a comprehension question.
Introducing: Attend/respond to presented text.	<ul style="list-style-type: none"> • Explore books. • When given two representations, choose which one the story was about. • Use differential response to acknowledge presented text. Example: Smile, increased rate of breathing, or gaze.

General Education Standard:

2.R.2.2. (Comprehension) Students can read aloud fluently to comprehend text.

Alternate Content Standard:

2.A.R.2.2. (Comprehension) Students can fluently read repetitive representations, words, and phrases.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read repetitive text fluently to comprehend.	<ul style="list-style-type: none"> • Answer literal comprehension questions related to text. • Round robin reading • Familiar poetry finger plays/songs with appropriate intonation and pace.
Applying: Fluently read repetitive representations, words, and phrases.	<ul style="list-style-type: none"> • Decode a repetitive phrase. • Assistive technology. Example: Language Master • Choral reading
Developing: Read repetitive phrases with representations.	<ul style="list-style-type: none"> • Imitate a repetitive phrase. • Match representation of repetitive phrase.
Introducing: Attend/respond to text read fluently.	<ul style="list-style-type: none"> • Present grade-level reading material and demonstrate a differential response. • Access a book on tape. (switch accessible)

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:

2.R.3.1. (Analysis) Students can recognize different genres of literature.

Alternate Content Standard:

2.A.R.3.1. (Knowledge) Students can match representations/objects from fairy tales or folk tales.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize the characteristics of fairy tales or folk tales.	<ul style="list-style-type: none"> Once upon a time... Exaggerated characters.
Applying: Match representations/objects from fairy tales or folk tales.	<ul style="list-style-type: none"> Match Cinderella to glass slipper. Match picture of a tortoise to tortoise in book.
Developing: Participate in fairy tales or folk tales activities.	<ul style="list-style-type: none"> Attend to book on tape and turn pages with chime. Match pictures/representations to text. Activate switch to present text.
Introducing: Attend/respond to various folk tales or fairy tales.	<ul style="list-style-type: none"> Attend to book on tape. Reach for representation of text.

General Education Standard:

2.R.3.2. (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.

Alternate Content Standard:

2.A.R.3.2. (Knowledge) Students can match the setting or topics of a story.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify the setting or topic of a story.	<ul style="list-style-type: none"> Text on sports, bugs, etc. Identify time or place. Draw picture of setting. Find correct setting on communication board.
Applying: Match the setting or topics of a story.	<ul style="list-style-type: none"> Match representation of setting to representation of setting. (picture to picture, picture to object) Match the topic using representation. (baseballs and footballs to sports and butterflies and spiders to bugs)
Developing: Participate in stories of various themes or settings.	<ul style="list-style-type: none"> Activate switch to tell story. Role play story. Puppets
Introducing: Attend/respond to stories of various themes of settings.	<ul style="list-style-type: none"> Reach for/grasp representation of text. Gaze at presented text.

General Education Standard:

2.R.3.3. (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Alternate Content Standard:

2.A.R.3.3. (Knowledge) Students can imitate the rhythmic pattern in poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify and copy rhyming words in a poem.	<ul style="list-style-type: none">• Highlight rhyming words.• Use sticky notes to identify rhymes.• Imitate rhyming words from poems.• Write rhyming words from poems.
Applying: Imitate the rhythmic pattern in poetry.	<ul style="list-style-type: none">• Use actions/body movements to create or imitate pattern.• Activate switch to create rhythmic pattern.• Imitate pattern created by teacher.
Developing: Participate in various rhythmic patterns in poetry.	<ul style="list-style-type: none">• Body movements to rhythm with assistance.• Activate switch to create rhythmic pattern.• Move body to rhythm.
Introducing: Attend/respond to poetry.	<ul style="list-style-type: none">• Reach/visually locate representation.• Imitate pattern with actions.• Activate switch to create pattern.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard:

2.R.4.1. (Analysis) Students can compare and contrast different versions of literature from different cultures.

Alternate Content Standard:

2.A.R.4.1. (Knowledge) Students can match representations/objects from various versions of the same story.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize similarities or differences in versions of the same story.	<ul style="list-style-type: none">• Similarities/differences in text. Example: “Three Little Pigs” vs. “The True Story of the Three Little Pigs”, “Cinderellion” vs. “Cinderella”.• Write or create a different version of a story.
Applying: Match representations/objects from various versions of the same story.	<ul style="list-style-type: none">• Match representation in one story to representation in another version of the story. Example: pigs in “Three Little Pigs”, basket

	“in Little Red Riding Hood”.
Developing: Participate in various versions of the same story.	<ul style="list-style-type: none"> • Activate switch to present various versions of a story. • Role play different versions of a story. (puppets, objects, actions etc.)
Introducing: Attend/respond to various versions of the same story.	<ul style="list-style-type: none"> • Reach/visually locate representation of story.

General Education Standard:

2.R.4.2. (Analysis) Students can compare and contrast different stories from various time periods.

Alternate Content Standard:

2.A.R.4.2. (Knowledge) Students can match representations/objects from stories from various time periods.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize similarities or differences in stories from various time periods.	<ul style="list-style-type: none"> • Similarities/differences in text. Example: Modes of transportation, Laura Ingalls Wilder, or “Magic Tree House”.
Applying: Match representations/objects from stories from various time periods.	<ul style="list-style-type: none"> • Match representation from text to a representation that matches that time period. (objects, pictures, etc.)
Developing: Participate in stories from various time periods.	<ul style="list-style-type: none"> • Activate switch to present stories from different time periods. • Role play various time periods. (puppets, objects, actions, etc.) • Participate in making stone soup.
Introducing: Attend/respond to stories from various time periods.	<ul style="list-style-type: none"> • Reach for/visually locate representation of story in various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

2.R.5.1. (Application) Students can identify and utilize text features to comprehend informational texts.

Alternate Content Standard:

2.A.R.5.1. (Knowledge) Students can locate the table of contents.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize the table of contents to locate page numbers.	<ul style="list-style-type: none"> Match/use number from table of contents to find page in book.
Applying: Locate the table of contents.	<ul style="list-style-type: none"> Find the table of contents.
Developing: Indicate the table of contents.	<ul style="list-style-type: none"> Indicate table of contents.
Introducing: Attend/respond to a book with the table of contents.	<ul style="list-style-type: none"> Activate switch to present text with a table of contents. Attend to/reach for a text with a table of contents.

General Education Standard:

2.R.5.2. (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.

Alternate Content Standard:

2.A.R.5.2. (Comprehension) Students can sequence the letters of the alphabet.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Alphabetize three words to the first letter.	<ul style="list-style-type: none"> Highlight or emphasize the first letter in each word in a set and then have student alphabetize the words.
Applying: Sequence the letters of the alphabet.	<ul style="list-style-type: none"> Sequence letters. (magnetic letters, letter cards, stamps, tiles etc.) Alphabet puzzle
Developing: Match a sequence of five or more letters.	<ul style="list-style-type: none"> Alphabet puzzle Match sequence of letters (magnetic letters, letter cards, stamps, tiles etc.) to template.
Introducing: Attend/respond to the alphabet.	<ul style="list-style-type: none"> Respond to tracing of letter on back with finger. Respond to singing of ABC song.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 3

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard:

3.R.1.1. (Application) Students can decode using word recognition skills.

Alternate Content Standard:

3.A.R.1.1. (Application) Students can use symbols, letters, sounds, and word recognition skills to state corresponding words.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Decode words to build vocabulary.	<ul style="list-style-type: none"> • Read and manipulate words with blends, digraphs, and short vowels. • Locate and identify 25-30 high frequency sight words. • Sound out CVC words. • Read CVC words and high frequency words in a pre-primer text. • Decoding activities <p>Example:</p> <ol style="list-style-type: none"> 1. Sight Word BINGO 2. CVC BINGO 3. word flashcards 4. word Searches

<p>Applying: Use symbols, letters, sounds, and word recognition skills to state corresponding words.</p>	<ul style="list-style-type: none"> • Recognize upper and lower case letters and sounds. • Sequence the letters of the alphabet. • Follow a pointer or finger under word as text is read. • Locate and identify 15-20 high frequency sight words. • Identify beginning and ending sounds of CVC words. • Recognize CVC words when associated with a representation. • Identify a particular high-frequency word from a choice of three. <p>Example:</p> <ol style="list-style-type: none"> 1. sight word flashcards 2. Concentration game with consonants and pictures-match the consonant with the picture for beginning or ending sound 3. CVC flashcards with pictures
<p>Developing: Identify letters and sounds within a word.</p>	<ul style="list-style-type: none"> • Identify all upper-case and lower case letters and sounds. • Identify letter sound phrases. • Imitate letter sounds. • Point to a picture that corresponds with a letter sound. • Match a representation to a sound. • Follow pointer or finger as letters are read. <p>Example:</p> <ol style="list-style-type: none"> 1. Alphabet BINGO 2. picture flashcards 3. alphabet puzzle 4. magnetic letters
<p>Introducing: Demonstrate recognition of sounds.</p>	<ul style="list-style-type: none"> • Attend to presentation of letter sounds. • Listen to tape of letter sounds. • Watch video of letter sounds. • Participate in activities on the computer. • Match letters and sounds. • Identify the upper and lower case letters and sounds in their first and last names with automaticity. • Recite the alphabet.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard:

3.R.2.1. (Application) Students can apply comprehension strategies to read and interpret text.

Alternate Content Standard:

3.A.R.2.1. (Application) Students can apply comprehension strategies to restate presented text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Apply comprehension strategies to explain presented text.</p>	<ul style="list-style-type: none"> • Make and confirm predictions using clues identified in text. • Develop questions before, during, and after, listening to text. • After listening to a passage, choose image/picture relating to the text. • Comprehend and use vocabulary from text read aloud. • Answer questions and recalls information from the text. <p>Example:</p> <ol style="list-style-type: none"> 1. prediction chart 2. K-W-L chart 3. brainstorm questions on the chalkboard 4. answer comprehension questions
<p>Applying: Apply comprehension strategies to restate presented text.</p>	<ul style="list-style-type: none"> • Make predictions using picture clues in text. • Develop questions when looking at a representation. • After listening to a passage, choose representation confirming the prediction. • Answer questions about text. • Describe events at the beginning and end of the story. • Retell favorite part of a story read aloud. • Comprehend and respond to text read aloud. <p>Example:</p> <ol style="list-style-type: none"> 1. prediction chart using representations 2. K-W-L chart with representations 3. brainstorm questions on the chalkboard 4. answer comprehension questions
<p>Developing: Discuss presented text.</p>	<ul style="list-style-type: none"> • Describe two details from the story. • Initiate communication regarding the text -- verbal or nonverbal, that asks for some

	response. <ul style="list-style-type: none"> • Participate in a group discussion. • Use representations to ask questions or show that the child has a question. • Match representations to events from the story.
Introducing: Attend/respond to presented text.	<ul style="list-style-type: none"> • Listen to a story. • Use gestures or actions to answer to question about story. • Question using a gesture or gaze or verbal response. • Make and confirm predictions using actions or gestures. • Show enjoyment of story or books.

General Education Standard:

3.R.2.2. (Application) Students can fluently read aloud and silently to comprehend text.

Alternate Content Standard:

3.A.R.2.2. (Application) Students can fluently read representations, phrases, and sentences.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Fluently read text.	<ul style="list-style-type: none"> • Vary reading rate according to text. • Read with expression.
Applying: Fluently read representations, phrases, and sentences.	<ul style="list-style-type: none"> • Decode at a smooth pace. • Decode high-frequency word/phrase lists. Example: Dolch, Fry, Edmark, News 2 You, etc. • Representation/word flash cards. • Reads at a regular pace.
Developing: Fluently read representations and words.	<ul style="list-style-type: none"> • Match representation to representation. • Match sight word to representation. • Use assistive technology to assist in decoding words. • Track words with finger or gaze. • Representation/word flash cards.
Introducing: Attend/respond to representations and stories.	<ul style="list-style-type: none"> • Flash cards with representations • Use switch to respond to representations. • Reach/touch representations.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:

3.R.3.1. (Analysis) Students can identify and describe literary elements and devices in literature.

Alternate Content Standard:

3.A.R.3.1. (Knowledge) Students can identify literary elements of the main characters and setting.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Describe literary elements of the main characters, plot, and setting.	<ul style="list-style-type: none"> • Describe main characters in the story. • Describe the setting of the story. (illustration, collage, dramatization of the main characters, flannel board. etc.)
Applying: Identify literary elements of the main characters and setting.	<ul style="list-style-type: none"> • Identify the main characters in the story. • Select setting of the story from a group of representations. • Illustrate the main characters or setting of the story using clay, collage, drawing, painting, etc.
Developing: Identify a character.	<ul style="list-style-type: none"> • Select one character from a story using a switch, matching, pointing, etc.
Introducing: Attend/respond to the presentation of a story.	

General Education Standard:

3.R.3.2. (Analysis) Students can compare and contrast different genres.

Alternate Content Standard:

3.A.R.3.2. (Analysis) Students can recognize the genres of fiction and nonfiction.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compare genres of fiction and nonfiction.	<ul style="list-style-type: none"> • State how fiction and nonfiction are alike. • State how fiction and nonfiction are different.
Applying: Recognize the genres of fiction and nonfiction.	<ul style="list-style-type: none"> • Locate fiction and nonfiction sections in the library. • State whether a book is fiction or nonfiction.
Developing: Match/sort genres.	<ul style="list-style-type: none"> • Match representations from two genre categories.

	<p>Example: Cinderella matched to fairy tale, Martin Luther King, Jr., to biography, Jimmy Neutron to fantasy.</p> <ul style="list-style-type: none"> Sort representations into two genre categories.
Introducing: Attend/respond to presented genres.	<ul style="list-style-type: none"> Attend/respond to presented genres of fiction and nonfiction such as historical and informational text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<p>General Education Standard: 3.R.4.1. (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.</p> <p>Alternate Content Standard: 3.A.R.4.1. (Knowledge) Students can identify a personal connection to multicultural and/or historical text.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Describe a personal connection to multicultural and/or historical text.	<ul style="list-style-type: none"> Present multicultural or historical text. Example: shadow box, book review, poster, or commercial for book Describe personal photos relating to historical text.
Applying: Identify a personal connection to multicultural and/or historical text.	<ul style="list-style-type: none"> Use media to illustrate a multicultural or historical story. Share a personal multicultural experience. Example: pow wow, birthdays, or holidays. Share likes/dislikes of a multicultural or historical story.
Developing: Match cultural elements.	<ul style="list-style-type: none"> Match representations of different aspects of cultures. Example: match buffalo to Native American culture Follow picture sequence while viewing a cultural video. Share a personal holiday experience. Example: “We go to Grandma’s house for Christmas.”
Introducing: Attend/respond to stories of different cultures.	<p>Example: Laura Ingalls Wilder</p> <ul style="list-style-type: none"> Attend/respond to cultural arts, text, and music.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard: 3.R.5.1. (Application) Students can determine and utilize organizational features of text. Alternate Content Standard: 3.A.R.5.1. (Application) Students can use table of contents.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify and use glossary and table of contents.	<ul style="list-style-type: none"> • Use glossary to define a vocabulary word. • Use table of contents to find a chapter.
Applying: Use table of contents.	<ul style="list-style-type: none"> • Locate table of contents to find a page in the book with assistance. • Locate page referenced in table of contents.
Developing: Locate/match an organizational feature of text.	<ul style="list-style-type: none"> • Locate the glossary in the book. • Locate the table of contents in the book. • Match a representation to the location in a book.
Introducing: Attend/respond to presentation of organizational features of text.	<ul style="list-style-type: none"> • Respond and attend to presentations of glossary and table of contents.

General Education Standard: 3.R.5.2. (Application) Students can choose reference materials to locate information. Alternate Content Standard: 3.A.R.5.2. (Knowledge) Students can locate reference materials.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Choose reference materials, with guidance, to locate information.	<ul style="list-style-type: none"> • Select appropriate reference materials to complete task. <p>Example:</p> <ol style="list-style-type: none"> 1. Find definition of a word. 2. Find information on a specific topic (use Internet, encyclopedia, or book)
Applying: Locate reference materials.	<ul style="list-style-type: none"> • Location of materials in classroom or library. • Use appropriate sources to locate specific types of information. • Use resources to gain meaning of new representations.
Developing: Identify reference materials.	<ul style="list-style-type: none"> • Choose reference book from two choices <p>Example: A novel and a dictionary</p> <ul style="list-style-type: none"> • Select a representation of a reference material.

	<ul style="list-style-type: none"> Seek appropriate adult help when experiencing difficulties. Example: Asks teacher for directions to the library.
Introducing: Attend/respond to presentation of reference materials.	Example: <ol style="list-style-type: none"> CD rom encyclopedia dictionary calendars

General Education Standard: 3.R.5.3. (Application) Students can collect information from two reference materials. Alternate Content Standard: 3.A.R.5.3. (Application) Students can access reference materials to gain information with assistance.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Locate and use information from one reference material.	<ul style="list-style-type: none"> Locate and use appropriate reference material to complete task. Example: To find definition of a word, find information on a specific topic. (use internet, encyclopedia or book)
Applying: Access reference materials to gain information with assistance.	<ul style="list-style-type: none"> Access materials in classroom or library. Use appropriate sources to locate specific types of information. Use resources to gain meaning of new representations.
Developing: Identify information from reference material with assistance.	<ul style="list-style-type: none"> Choose reference book from two choices. Example: a novel and a dictionary Select a representation of a reference material. Use information from a selected reference material. Seek appropriate adult help when experiencing difficulties.
Introducing: Attend or respond to information from reference material.	Examples: <ol style="list-style-type: none"> CD rom encyclopedia dictionary calendars menus

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 4

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: 4.R.1.1. (Analysis) Students can analyze complex word patterns.	
Alternate Content Standard: 4.A.R.1.1. (Knowledge) Students can locate different components in a word pattern.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify word patterns.	<ul style="list-style-type: none"> • Identify prefixes. • Identify suffixes. • Identify compound words. • Identify root words. Example: Present word ‘untie’. Highlight the ‘un’ and ask if it is a prefix, a suffix, or a root.
Applying: Locate different components in a word pattern.	<ul style="list-style-type: none"> • Locate a prefix. • Locate a suffix. • Locate a compound word. • Locate a root word. Example: Given the word ‘untie’. Show me the prefix.

Developing: Match symbols, letters, sounds, and word recognition skills to state corresponding words.	<ul style="list-style-type: none"> • Match prefixes within a word. Example: Use a card to match prefix un- to the word unable. • Match suffixes. • Match compound words.
Introducing: Engage in activities using letters and sounds.	<ul style="list-style-type: none"> • Respond to presentation of examples: prefix, suffix, compound word, or root word. • Respond to letters. • Match letters and sounds.

General Education Standard:

4.R.1.2. (Comprehension) Students can identify meanings of unfamiliar vocabulary.

Alternate Content Standard:

4.A.R.1.2. (Comprehension) Students can use personal experiences to relate to text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Use comprehension strategies to gain meaning from text.	<ul style="list-style-type: none"> • Use prior knowledge to gain meaning from text. • Use picture clues to gain meaning from text. • Use questioning to gain meaning from a text. • Makes connections to the text. <p>Examples:</p> <ol style="list-style-type: none"> 1. take a picture walk 2. K-W-L chart 3. brainstorm and question before the story 4. word splash 5. sticky notes
Applying: Use personal experiences to relate to text.	<ul style="list-style-type: none"> • Make a text to self connection • Use picture clues to make a personal connection. • Ask questions about the book to make personal connection. <p>Examples:</p> <ol style="list-style-type: none"> 1. take a picture walk 2. K-W-L chart 3. brainstorm and question before the story 4. word splash 5. sticky notes
Developing: Choose a book based upon personal experience.	<ul style="list-style-type: none"> • Look at a picture book relating to their likes and dislikes. • Point to simple pictures when asked. • Look at books that identify a familiar person, place, or thing.

	<ul style="list-style-type: none"> • Look through photo album pages related to experiences. • Point out pictures in photo album
Introducing: Choose a book of interest.	<ul style="list-style-type: none"> • Indicate a preference through differential responses to books. • Attend/respond to a presented books to relate their like and dislikes. • Attend/respond to the presentation of a book. • Physically touch/explore the media associated with the illustrations in the book. • Access through technology the continuation of a preferred book. • Indicate a simple picture/representation of interest.

Indicator 2: Students can comprehend and fluently read text.

<p>General Education Standard: 4.R.2.1. (Synthesis) Students can construct meaning from text by applying comprehension strategies.</p> <p>Alternate Content Standard: 4.A.R.2.1. (Application) Students can determine meaning by using comprehension strategies.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read aloud to construct meaning from text using a guided comprehension strategy.	<ul style="list-style-type: none"> • Make a text to text connection. • Relate text to prior knowledge.
Applying: Determine meaning by using comprehension strategies.	<ul style="list-style-type: none"> • Describe events at beginning, middle and end of the story. • Predict what may happen next. • Make text-to-self connection. • Answer literal comprehension questions.
Developing: Identify details from the story.	<ul style="list-style-type: none"> • Use representations to retell the story. • Tell one detail about a character in the story. • Tell one detail that happened in the story. • Match details from the story.
Introducing: Attend/respond to presented text.	<ul style="list-style-type: none"> • Choose two representations that relate to the story. • Choose two representations depicting the character(s) from the story. • Choose two representations depicting the events from the story.

General Education Standard:

4.R.2.2. (Application) Students can develop fluency by utilizing fluency strategies independently.

Alternate Content Standard:

4.A.R.2.2. (Application) Students can process text/representations at fluent rate for comprehension.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Fluently read aloud and silently to comprehend text.	<ul style="list-style-type: none">• Vary reading rate according to text.• Read using expression.• Use text features to comprehend information.• Answer comprehension questions.
Applying: Process text/representations at fluent rate for comprehension.	<ul style="list-style-type: none">• Answer multiple choice questions.• Decode at a smooth pace.• Decode high frequency word/phrase lists. (Dolch, Fry, Edmark, News 2 You)• Representation/word flash cards.
Developing: Fluently read familiar phrases.	<ul style="list-style-type: none">• Fluently match representation to representation.• Match sight word to representation.• Use assistive technology to assist in decoding words.• Track words with finger or gaze that are orally read to the student.• Representation/word flash cards
Introducing: Respond fluently to representations/words.	<ul style="list-style-type: none">• Respond fluently by demonstrating a differential response to the presentation of representations or vocabulary

General Education Standard:

4.R.2.3. (Application) Students can utilize fluency strategies to comprehend literature and other materials.

Alternate Content Standard:

4.A.R.2.3. (Application) *Addressed in comprehension up above.*

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard: 4.R.3.1. (Knowledge) Students can identify organizational and text structures within genres.	
Alternate Content Standard: 4.A.R.3.1. (Knowledge) Students can identify text structures within genres.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Discuss text structures within genres.	<ul style="list-style-type: none"> • Discuss problem and solution of a story. • Determine cause and effect in a story. • Compare and contrast main characters, events, and setting. • Describe main characters, events, and setting.
Applying: Identify text structures within genres.	<ul style="list-style-type: none"> • Identify problem and solution. • Identify cause and effect. • Identify main characters, events, and setting.
Developing: Match/sort or categorize text structures within genres.	<ul style="list-style-type: none"> • Match/sort problem and solution representations. • Match/sort cause and effect. • Match main characters with setting or event.
Introducing: Attend/respond to text structures within genres.	<ul style="list-style-type: none"> • Attend/respond to presentations of stories: problem and solution, cause and effect, and description of main character, events, and setting.

General Education Standard: 4.R.3.2. (Analysis) Students can identify, explain, and use text features.	
Alternate Content Standard: 4.A.R.3.2. (Knowledge) Students can identify text features.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Describe purpose of text features.	<ul style="list-style-type: none"> • Describe purpose of captions. • Describe purpose of chapter headings. • Describe purpose of bold, italicized, or highlighted words.

Applying: Identify text features.	<ul style="list-style-type: none"> Identify bold, italicized, or highlighted words in text. Identify captions under representations, charts, or graphs. Identify chapter headings.
Developing: Match/sort or categorize text features.	<ul style="list-style-type: none"> Match/sort representations of text features. Match features with assistance. <p>Example: Teacher shows representation and student finds example in text.</p>
Introducing: Attend/respond to text features.	<ul style="list-style-type: none"> Attend/respond to representation of text features. (bold, italics, bulleting, numbering, captions etc.)

<p>General Education Standard: 4.R.3.3. (Evaluation) Students can determine how word choice affects meaning.</p> <p>Alternate Content Standard: 4.A.R.3.3. (Comprehension) Students can recognize that word choice affects meaning.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Describe how word choice affects meaning.	<ul style="list-style-type: none"> Describe how onomatopoeia (sound that the word makes affects the meaning of the story. (Buzz, quack, slam) Describe how similes affect the meaning of the story.
Applying: Recognize that word choice affects meaning.	<ul style="list-style-type: none"> Recognize onomatopoeia in a story. Recognize similes in a story. <p>Example: as white as snow</p>
Developing: Match the word that has the same meaning as presented in text.	<ul style="list-style-type: none"> Match word/picture/representation to representation of onomatopoeia <p>Example: an axe ‘chops’ wood</p> <ul style="list-style-type: none"> Make sounds of onomatopoeic words. Dramatize sounds in shared reading.
Introducing: Attend/respond to dramatization of presentation of word choice.	<ul style="list-style-type: none"> Attend/respond to examples of onomatopoeic words. <p>Examples: Ping, moo, bang, chop</p>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard: 4.R.4.1. (Analysis) Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	
Alternate Content Standard: 4.A.R.4.1. (Knowledge) Students can identify a characteristic of multicultural texts, historical texts, and time period texts.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compare the characteristics of multicultural texts, historical texts, and time period texts.	<ul style="list-style-type: none"> Compare the similarities and differences between multicultural, historical texts, time period texts. Example: Sacagawea compared to “The American Girl Series”
Applying: Identify a characteristic of multicultural texts, historical texts, and time period texts.	<ul style="list-style-type: none"> Brainstorm characteristics of historical, multicultural, and time period texts. Identify a characteristic.
Developing: Match/sort one or more of the characteristics of multicultural texts, historical texts, and time period texts.	<ul style="list-style-type: none"> Match representations with correct type of text. Examples: match head-dress to Native American culture, covered wagon to past time period, cars from various time periods. Sort representations into the appropriate time period or culture. (past and present time periods and place representation into correct one)
Introducing: Attend/respond to characteristics of one of the following presented texts: multicultural, historical, or time period.	<ul style="list-style-type: none"> Attend to multicultural or historical book. Show interest in the multicultural or historical book.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard: 4.R.5.1. (Application) Students can use organizational features of text.
Alternate Content Standard: 4.A.R.5.1. (Application) Students can use glossary and table of contents.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Use glossary, table of contents, and index page.	<ul style="list-style-type: none"> • Use glossary to define a vocabulary word. • Use table of contents to find a chapter. • Use index page to find a specific topic.
Applying: Use glossary and table of contents.	<ul style="list-style-type: none"> • Locate vocabulary words in a glossary to find the meaning. • Locate table of contents to find a page in the book. • Locate guide words in glossary.
Developing: Locate glossary and table of contents.	<ul style="list-style-type: none"> • Locate the glossary in the book. • Locate the table of contents in the book. • Match a representation to the location in a book. <p>Example: Table of contents is in front of book, glossary is in the back.</p>
Introducing: Attend/respond to an activity including information on glossary and table of contents.	<ul style="list-style-type: none"> • Respond and attend to presentations of glossary and table of contents.

General Education Standard:

4.R.5.2. (Synthesis) Students can research a topic by gathering information from at least two sources.

Alternate Content Standard:

4.A.R.5.2. (Application) Students can gather information from a source.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Gather information from different sources.	<ul style="list-style-type: none"> • Gather information from sources in the classroom or library on a topic. <p>Example:</p> <ol style="list-style-type: none"> 1. find definition of a word (use dictionary) 2. find information on a specific topic (use internet, encyclopedia or book) <ul style="list-style-type: none"> • Use the sources to locate specific types of information. (find weather forecast, hospital telephone number etc.)
Applying: Gather information from a source.	<ul style="list-style-type: none"> • Gather information from a source in the classroom or library on a topic. • Use the source to locate specific types of information. (find weather forecast, hospital telephone number etc.)

<p>Developing: Locate a source of information.</p>	<ul style="list-style-type: none"> • Select a representation of a source. • Seek appropriate adult help when experiencing difficulties. (asks teacher for directions to the library) • Locate sources: telephone book, newspaper, magazine, map, or atlas.
<p>Introducing: Attend/respond to an activity related to gathering information.</p>	<p>Example: CD Rom, encyclopedia, dictionary, calendars, menus</p>

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 5

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard:

5.R.1.1. (Application) Students can construct meaning by using word parts and categories.

Alternate Content Standard:

5.A.R.1.1. (Comprehension) Students can identify word parts to determine meaning of words.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify word parts and categories to determine meaning of words.	<ul style="list-style-type: none"> Learn the meanings of common roots, suffixes, and prefixes. Example: <ol style="list-style-type: none"> use common roots, suffixes, and prefixes orally and/or in writing in daily communication activities. (Student states: I walked outside yesterday, instead of I walk outside yesterday.) Identify and apply common synonyms. Example: <ol style="list-style-type: none"> substitute a synonym for an underlined word. Identify and apply common antonyms.

	<p>Example:</p> <ol style="list-style-type: none"> 2. substitute an antonym for an underlined word.
<p>Applying: Identify word parts to determine meaning of words.</p>	<ul style="list-style-type: none"> • Learn the meanings of common roots, suffixes, and prefixes. <p>Example:</p> <ol style="list-style-type: none"> 1. match the suffix or prefix with the needed picture/written prompt. 2. Add the needed suffix or prefix to make the word correct. (verbally, writing, or through technology devices) • Identify and apply common synonyms. <p>Example:</p> <ol style="list-style-type: none"> 1. substitute a synonym for an underlined word when given three choices. 2. The student will give a synonym for a given word (hot/warm) • Identify and apply common antonyms. <p>Example:</p> <ol style="list-style-type: none"> 1. substitute an antonym for an underlined word when given 3 choices. • Antonym for a given word. (hot/cold)
<p>Developing: Identify word parts.</p>	<ul style="list-style-type: none"> • Match common roots. • Match suffixes. • Match prefixes. <p>Example:</p> <ol style="list-style-type: none"> 1. Given 2-3 pictures, identify the picture that matches the word. (dogs=a picture of three dogs) 2. Use assistive technology to listen to the meanings of suffixes and prefixes. 3. Use assistive technology to match prefixes and suffixes to root word. 4. Given a common root (look) and review how adding prefixes and suffixes can change the meaning of the word. • Match prefixes and suffixes to root words to create new words. • Use picture/representations to match words containing prefixes and suffixes. • Use games to match prefixes and suffixes to roots. <p>Examples:</p> <ol style="list-style-type: none"> 1. Play bingo identifying the given root

	<p>word.</p> <p>2. Use technology to attend/respond to words with prefixes and suffixes.</p>
<p>Introducing: Respond to word parts to determine meaning of words.</p>	<ul style="list-style-type: none"> • Match prefixes and suffixes to root words to create new words. • Use picture/representations to match words containing prefixes and suffixes. • Use games to match prefixes and suffixes to roots. <p>Examples:</p> <ol style="list-style-type: none"> 1. Play bingo identifying the given root word. 2. Use technology to attend/respond to words with prefixes and suffixes. <ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

5.R.1.2. (Analysis) Students can determine word meaning using prior knowledge and context clues.

Alternate Content Standard:

5.A.R.1.2. (Application) Students can identify word meaning using prior knowledge or context clues.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Identify word meaning using prior knowledge and context clues.</p>	<ul style="list-style-type: none"> • Imitate the teacher using synonym/restatement clues. <p>Example:</p> <ol style="list-style-type: none"> 1. Look for commas as flags/indicators for restatement of context clues. (The man had a beard, hair on his face, and so he had to shave.) 2. Stops when not understanding. 3. Ask others for help. 4. Reread/listen to text.
<p>Applying: Identify word meaning using prior knowledge or context clues.</p>	<ul style="list-style-type: none"> • State prior knowledge used to identify word meaning. • Identify clues within context to determine word meaning. <p>Examples:</p> <ol style="list-style-type: none"> 1. Stop when not understanding. 2. Ask for help.

Developing: Determine word meaning using context clues.	<ul style="list-style-type: none"> Reread the text when not comprehending. Examples: <ol style="list-style-type: none"> Reread the text and ask the question, "Does it make sense?" Stop when not understanding. Ask teacher to reread text. <ul style="list-style-type: none"> Use illustration to assist in determining meaning
Introducing: Respond to word meaning using prior knowledge or context clues.	<ul style="list-style-type: none"> Hit a switch to get teacher's attention. Use a picture symbol to indicate the need for help. Indicate not understanding through movements: blinking, moving head, rapid heart rate, putting head down.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: 5.R.2.1. (Application) Students can utilize comprehension strategies while constructing meaning. Alternate Content Standard: 5.A.R.2.1. (Application) Students can select a comprehension strategy to construct meaning.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Give examples of a comprehension strategy to construct meaning.	<ul style="list-style-type: none"> Make a prediction. Preview text. Examples: <ol style="list-style-type: none"> Identify title. Read pictures with captions. Read headings. Read bolded words. <ul style="list-style-type: none"> Identify what a character in the story did. (plot) State problem. (through writing, voice, or using technology devices) State solution (through writing, voice, or using technology devices)
Applying: Select a comprehension strategy to construct meaning.	<ul style="list-style-type: none"> Identifying what a character in the story did. (plot) State how the story ends

Developing: Recognize a comprehension strategy to construct meaning.	<ul style="list-style-type: none"> Preview text. Example: <ol style="list-style-type: none"> book walk (look through pictures, orally or through technology devices describe what the story is about) Reread the text when not comprehending. Example: <ol style="list-style-type: none"> reread the text and ask the question, "Does it make sense?"
Introducing: Respond to a comprehension strategy.	<ul style="list-style-type: none"> Listen/attend/respond to technology, activities, teacher's voice, etc. Attend/respond to picture when paired with text.

General Education Standard: 5.R.2.2. (Application) Students can apply fluency strategies to gain meaning from text. Alternate Content Standard: 5.A.R.2.2. (Knowledge) Students can identify elements of fluency to comprehend text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Apply an element of fluency to comprehend text.	<ul style="list-style-type: none"> Recognize purpose of reading to enhance (information, and leisure). Modify rate of reading of text for comprehension.
Applying: Identify elements of fluency to comprehend text.	<ul style="list-style-type: none"> Give examples of text read for information and leisure. Repeat different rates and expressions to comprehend text. Identify the mood by expression and intonation.
Developing: Match an element of fluency to comprehend text.	<ul style="list-style-type: none"> Identify varying rates and expressions of teacher to comprehend text. Match mood of expression and intonation using picture representation. Develop rate and accuracy of common site words.
Introducing: Respond to an element of fluency to comprehend text.	<ul style="list-style-type: none"> Respond to picture/representation of text. Respond to expression and intonation.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<p>General Education Standard: 5.R.3.1. (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns.</p> <p>Alternate Content Standard: 5.A.R.3.1. (Knowledge) Students can recognize fiction, nonfiction and poetry.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Distinguish between fiction, nonfiction and poetry.</p>	<ul style="list-style-type: none"> • Read/listen to text. • Identify important ideas. Examples: <ol style="list-style-type: none"> 1. fictional: identify story elements (characters, plot, outcomes) 2. informational: identify headings, subheadings, bolded words, pictures, charts/graphs • Create a graphic to illustrate important ideas. Examples: <ol style="list-style-type: none"> 1. Draw out the story sequence through a comic strip. 2. Make graphs/charts. • Listen to/read poetry and identify rhyme or rhythm pattern.
<p>Applying: Recognize fiction, nonfiction and poetry.</p>	<ul style="list-style-type: none"> • Listen/read a fictional or informational text. • Highlight important ideas. Examples: <ol style="list-style-type: none"> 1. informational: highlight title, captions, bolded words, headings, subheadings. 2. fictional: highlight story elements, title. • Complete a graphic organizer. Examples: <ol style="list-style-type: none"> 1. Fill in a story map. 2. Fill in an outline. • Listen to/read poetry and recognize rhyme.
<p>Developing: Identify fiction and nonfiction text.</p>	<ul style="list-style-type: none"> • Read/listen to a piece of fiction. • Highlight important ideas. • Complete a graphic organizer. Examples: <ol style="list-style-type: none"> 1. Highlight ideas on the computer 2. Copy ideas into a graphic organizer

	<ul style="list-style-type: none"> Trace ideas or highlights ideas already placed in a graphic organizer. Match works of fiction and nonfiction.
Introducing: Attend to fiction and nonfiction text.	<ul style="list-style-type: none"> Hits a switch to attend to story. Use a communication board to repeat ideas. Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

5.R.3.2. (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.

Alternate Content Standard:

5.A.R.3.2. (Knowledge) Students can locate the literary elements of character and setting.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify literary elements of character, theme and setting.	<ul style="list-style-type: none"> Identify the plot. Example: <ol style="list-style-type: none"> complete a graphic organizer, story map, to break the story down into the beginning, middle, and end. Orally retell a text. Identify the character traits and mood. Example: <ol style="list-style-type: none"> graphic organizers Describe how character traits, plot, and mood affect a story.
Applying: Locate the literary elements of character and setting.	<ul style="list-style-type: none"> Identify plot. Example: <ol style="list-style-type: none"> Break the story into parts. (what happened in the beginning, middle, and end of the story) Identify the character traits and mood. Example: <ol style="list-style-type: none"> Use picture cards to express character traits/mood. Describe how character traits, plot, and mood affect a story. Examples: <ol style="list-style-type: none"> Use colored sentence strips to indicate the sequence and flow of the story. Chart sequence of events to establish the flow of the story

Developing: Recognize the literary elements of character or setting.	<ul style="list-style-type: none"> • Uses picture cards to indicate various traits. (personality and physical appearance) • Use technology devices that have prerecorded traits. • Describe characters' moods. Examples: <ol style="list-style-type: none"> 1. Point to a mood chart to identify the characters' mood. 2. Demonstrate the characters' mood (make a sad face/surprised face)
Introducing: Respond to literary elements of character or setting.	<ul style="list-style-type: none"> • Use assistive technology to describe characters/ feelings. • Listen/attend/respond literary elements presentation with technology, activities, teacher's voice, etc.

General Education Standard: 5.R.3.3. (Application) Students can identify literary devices within text. Alternate Content Standard: 5.A.R.3.3. (Knowledge) Students can identify a literary device within fiction and nonfiction.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Give an example of a literary device in fiction and nonfiction.	<ul style="list-style-type: none"> • Label example as simile. • Label example as alliteration. • Illustrate similes and alliteration.
Applying: Identify a literary device within fiction and nonfiction.	<ul style="list-style-type: none"> • Provide the meaning of a given simile. Examples: <ol style="list-style-type: none"> 1. Given 2-3 choices of the simile's meaning, select the correct meaning. 2. Given the simile slow as a snail, state that the man was slow. • Define alliteration. Examples: <ol style="list-style-type: none"> 1. Repeat the definition of alliteration. 2. Provide examples of alliteration. 3. Highlight alliteration in groups of words.
Developing: Recognize a literary device in fiction and nonfiction.	<ul style="list-style-type: none"> • Identify the meaning of the term simile Example: <ol style="list-style-type: none"> 1. Listen to the definition using assistive technology • Repeat the definition of simile.

	<ul style="list-style-type: none"> • Match simile with a graphic. Example: <ol style="list-style-type: none"> 1. take strips with similes and match to picture cards that define the simile (slow as a snail = a slow car) • Choose a graphic that corresponds to the given simile. Example: • Given 2-3 graphics, select which image describes the simile.
Introducing: Attend/respond to a literary device in fiction.	<ul style="list-style-type: none"> • Use assistive technology to repeat similes. • Listen to text using similes. • Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<p>General Education Standard: 5.R.4.1. (Analysis) Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.</p> <p>Alternate Content Standard: 5.A.R.4.1. (Knowledge) Students can identify text from various cultures, time periods, and/or geographical locations.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Discuss text from various cultures, time periods, and/ or geographical locations.	<ul style="list-style-type: none"> • Identify the details of the story. Example: <ol style="list-style-type: none"> 1. look at characters' jobs, clothing and technology to establish time (past, present, & future) • Identify the setting of the story. Example: <ol style="list-style-type: none"> 1. Connect the place of the story to the various cultures. 2. Use a map to identify where the story takes place. • Identify nationality of characters. Example: <ol style="list-style-type: none"> 1. Look at pictures of various nationalities. • Examine the names of the characters.

<p>Applying: Identify text from various cultures, time periods, and/ or geographical locations.</p>	<ul style="list-style-type: none"> Identify past, present, future. Examples: <ol style="list-style-type: none"> Remember fun events that have taken, bring up fun events that will take place. (We will be going to the zoo) Present images and label them past, present, and future. Listen to books on tape that reflect various time periods. Examples: <ol style="list-style-type: none"> <i>Red Badge of Courage</i> <i>The Adventures of Tom Sawyer</i> <i>Number the Stars</i> Listen to books on tape that reflect various cultures. Examples: <ol style="list-style-type: none"> <i>Yang's First Thanksgiving</i> <i>Sign of the Beaver</i> books about the Underground Railroad <i>The Adventures of Huckleberry Finn</i>
<p>Developing: Match various cultures, time periods, and/or geographical locations in text.</p>	<ul style="list-style-type: none"> Identify past, present, future by matching. Examples: <ol style="list-style-type: none"> Use photos of family members and connect them to various time periods. Use a calendar to indicate past, present, and future. Make a family tree Listen to books from various time periods. Examples: <ol style="list-style-type: none"> <i>On My Honor</i> (present) <i>Farmer Boy</i> (past) <i>Sarah Plain & Tall</i> (past) <i>Star Wars</i> (future) Use a time line to indicate the daily routine. Put the daily schedule on a revolving timeline. Activities completed are placed under past, activities currently taking place are placed under present, and activities still to come are placed under future.
<p>Introducing: Attend/respond to various cultures in text.</p>	<ul style="list-style-type: none"> Attend/Respond to book on tape. Uses assistive technology to indicate past and present. Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

5.R.5.1. (Analysis) Students can determine and utilize organizational features of text.

Alternate Content Standard:

5.A.R.5.1. (Knowledge) Students can select information from a reference source.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select information from two reference sources	<ul style="list-style-type: none"> • Gather needed reference material (telephone book, schedule, or menu) to complete task. • Read information contain on the reference material. (Dictionary, encyclopedia, internet and atlas)
Applying: Select information from a reference source.	<ul style="list-style-type: none"> • Alphabetize words Examples: <ol style="list-style-type: none"> 1. Put two-five words in correct order (cat, dog, elephant). 2. File an alphabet card in the correct section (a mini file system). • Locate his/her own class schedule for the day.
Developing: Identify information from a reference source.	<ul style="list-style-type: none"> • Point or state items needed from a menu. • Locates information from a map. Example: <ol style="list-style-type: none"> 1. Use overlays the student identifies north, south, east, & west. • Read the price of meals on various menus. • Identify a graphic aid. (maps, charts, and picture schedules) • Match task to reference source.
Introducing: Attend/respond to information from a reference source.	<ul style="list-style-type: none"> • Attend/respond to a variety of reference sources. (daily schedule, menu) • Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

5.R.5.2. (Knowledge) Identify the author's purpose in argumentative and persuasive text.

Alternate Content Standard:

5.A.R.5.2. (Knowledge) Students can identify the author's purpose in persuasive text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify the author's purpose in persuasive or argumentative text.	<ul style="list-style-type: none"> Identify author's position. (for or against) Recognize different viewpoints. Select one detail that supports the author's purpose. Tell the purpose of the advertisement.
Applying: Identify the author's purpose in persuasive text.	<ul style="list-style-type: none"> State the author's position. Distinguish between fact and opinion. Recognize advertising is persuasive.
Developing: Respond to author's purpose in persuasive text.	<ul style="list-style-type: none"> Repeat the author's position. Find highlighted facts. Identify advertisements in text. Sort advertisements from magazines and newspapers.
Introducing: Attend/respond to a persuasive text.	<ul style="list-style-type: none"> Attend/respond to author's position. Attend/respond to advertisements in newspapers and magazines.

General Education Standard:

5.R.5.3. (Application) Students can collect information from two reference materials.

Alternate Content Standard:

5.A.R.5.3. (Knowledge) Students can locate a reference source.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Choose two or more reference sources.	<ul style="list-style-type: none"> Choose appropriate reference from a given list. (phone book to look up numbers) Make a list of sources.
Applying: Locate a reference source.	<ul style="list-style-type: none"> Explain that the library is a source of information. Example: <ol style="list-style-type: none"> Libraries provide books, movies, books on tape. Libraries provide information on local systems. (transportation, activities in the community) Locate appropriate reference source for task (menus, transportation schedule, dictionary, atlas, encyclopedia) Match a picture representation of reference source to its function.

Developing: Identify a reference source.	<ul style="list-style-type: none"> • Match picture representation to reference source. • Point to a reference source when named.
Introducing: Attend/respond to a reference source.	<ul style="list-style-type: none"> • Attend/respond to a picture representation of a reference source. • Listen/attend/respond to technology, activities, teacher's voice, etc.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 6

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: 6.R.1.1. (Analysis) Students can arrange word meanings using word parts. Alternate Content Standard: 6.AR.1.1. (Application) Students can classify words using word parts and their meanings.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Arrange word meanings using word parts.	<ul style="list-style-type: none"> Sort words by meaning using word parts and/or word categories. Identify and apply acronyms. Example: <ol style="list-style-type: none"> substitute an acronym for the words Identify synonyms and antonyms Examples: <ol style="list-style-type: none"> Synonym for happy is glad. Antonym for happy is sad.
Applying: Classify words using word parts and their meanings.	<ul style="list-style-type: none"> Learn the meanings of common roots, suffixes, and prefixes. Categorize words by use of prefix, suffix, synonyms, or antonyms. Identify and apply common synonyms

	Example: 1. The student is able to substitute a synonym for an underlined word. <ul style="list-style-type: none"> • Identify and apply common antonyms. • Substitute an antonym for an underlined word.
Developing: Match word parts to word meaning.	<ul style="list-style-type: none"> • Match prefix or suffix to its meaning. Examples: 1. Picture/representation, games, word cards, etc. <ul style="list-style-type: none"> • Match words to make compound words.
Introducing: Respond to word parts and their meanings.	<ul style="list-style-type: none"> • Respond to pictures when paired with words. • Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

6.R.1.2. (Application) Students can utilize context to comprehend words.

Alternate Content Standard:

6.A.R.1.2. (Knowledge) Students can recognize context used to comprehend words.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Determine context to comprehend words.	<ul style="list-style-type: none"> • Interprets different meaning of a sentence based on commas, and voice of sentence.
Applying: Recognize context used to comprehend words.	<ul style="list-style-type: none"> • Indicate commas as flags/indicators for restatement of context clues. • Imitate the teacher using context clues to gain understanding of unknown words. • Imitate the teacher using the substitution method. • Reread the sentence for clarification.
Developing: Match word parts to word meaning.	<ul style="list-style-type: none"> • Match word parts to word meanings using picture/representations. • Match prefixes to meaning. • Match suffixes to meaning.
Introducing: Respond to word parts and their meanings.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Respond to word parts/picture representations and their meanings.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard:

6.R.2.1. (Analysis) Students can utilize direct and implied meaning to comprehend text.

Alternate Content Standard:

6.A.R.2.1. (Application) Students can utilize direct meaning to comprehend text

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Distinguish between direct and implied meaning to comprehend text.	<ul style="list-style-type: none"> Identify the main idea of the text. Example: <ol style="list-style-type: none"> A worksheet with a small paragraph and two-three choices for a main idea. Identify the supporting details of the main idea. Example: <ol style="list-style-type: none"> Pick out details on a worksheet that support the provided main idea. Make connections between the supporting details and the main idea. State why character behaves a certain way.
Applying: Utilize direct meaning to comprehend text.	<ul style="list-style-type: none"> Underline the main idea in the text. Underline/highlight supporting details in the text. Complete graphic organizers that identify the main idea and supporting details. Examples: <ol style="list-style-type: none"> Highlight the main idea in pink. Highlight the details in yellow.
Developing: Identify meaning within text.	<ul style="list-style-type: none"> Match cut-out main ideas with the story. Point to the main idea of the story from a list of two-three provided main ideas. State the definition of main idea. Examples: <ol style="list-style-type: none"> Use assistive technology to learn the meaning with in the text. Students use communication boards or switches to provide the meaning of main idea.
Introducing: Respond to meaning within the text.	<ul style="list-style-type: none"> Indicate prerecorded main idea. Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

6.R.2.2. (Application) Students can demonstrate the elements of fluency to comprehend text.

Alternate Content Standard:

6.A.R.2.2. (Comprehension) Students can identify elements of fluency to comprehend text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Apply an element of fluency to comprehend text.	<ul style="list-style-type: none"> • Self monitor fluency for understanding. • Adjust rate to meet purpose.
Applying: Identify elements of fluency to comprehend text.	<ul style="list-style-type: none"> • Recognize purpose of reading to enhance (information, and leisure) • Modify their rate of reading of text for comprehension.
Developing: Identify meaning within text.	<ul style="list-style-type: none"> • Give or match examples of text they would read for information and leisure. • Repeat different rates and expressions as given by teacher to comprehend text. • Identify the mood by the teacher's expression and intonation. • Identify the mood/tone of the character.
Introducing: Respond to elements of fluency in text.	<ul style="list-style-type: none"> • Respond to picture/representation of text. • Respond to different levels of vocal expression.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses

General Education Standard:

6.R.3.1. (Comprehension) Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.

Alternate Content Standard:

6.A.R.3.1. (Knowledge) Students can recognize a text structure in fiction, nonfiction and poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify a text structure in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> • Complete a story map. • Illustrate the beginning, middle, and end of the text. • Illustrate the problem and solution of the text.

Applying: Recognize a text structure in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> • Identify the meaning of the term problem. • Sequence representations of text. • Insert information into graphic organizer. • Answer questions on identifying the problem and solution of the text.
Developing: Match a text structure in fiction and nonfiction .	<ul style="list-style-type: none"> • Match the meaning of the term problem. • Match information into graphic organizer • Match a sequence of representations to identify the beginning, middle and end of problem. • Identify the meaning of the term solution.
Introducing: Respond to a text structure in fiction.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Use assistive technology to answer a yes or no question related to the story.

General Education Standard: 6.R.3.2. (Comprehension) Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry. Alternate Content Standard: 6.A.R.3.2. (Knowledge) Students can recognize literary elements in text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain a literary element in text.	<ul style="list-style-type: none"> • Complete a story map. • Illustrate the beginning, middle, and end of the text. • Illustrate the problem and solution of the text.
Applying: Recognize literary elements in text.	<ul style="list-style-type: none"> • Identify the meaning of theme, setting, and point of view of the text. • Answer questions on identifying the problem and solution of the text. <p>Example:</p> <ol style="list-style-type: none"> 1. What happened to the main character? Did the character have to fix something? 2. What did the character do to fix the problem? 3. What happened to the character at the end of the story? Beginning? Middle?
Developing: Match a literary element in text.	<ul style="list-style-type: none"> • Identify the meaning of the term problem. • Identify the meaning of the term solution.

Introducing: Respond to a literary element in text.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Use assistive technology will answer a question related to the story.
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General Education Standard: 6.R.3.3. (Comprehension) Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry. Alternate Content Standard: 6.A.R.3.3. (Knowledge) Students can recognize literary devices in fiction, non-fiction and poetry.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify a literary device in fiction, non fiction and poetry.	<ul style="list-style-type: none"> • Give an example of a simile. • Label personification. • Illustrate similes and personification.
Applying: Recognize literary devices in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> • Provide the meaning of a given simile. • Define personification • State personification is not real
Developing: Match a literary device in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> • Match the meaning of the term simile. • Match simile with a graphic. • Choose a graphic that corresponds to the given simile.
Introducing: Respond to a literary device in fiction, nonfiction.	<ul style="list-style-type: none"> • Use assistive technology to repeat personification. • Listen to text using personification. • Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard: 6.R.4.1. (Analysis) Students can compare and contrast text from different time periods, cultures, and historical events. Alternate Content Standard: 6.A.R.4.1. (Analysis) Students can compare text from various cultures, time periods, and/or historical events.
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Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Compare and/or contrast text from various cultures, time periods, and/ or historical events.</p>	<ul style="list-style-type: none"> Filling in a Then & Now chart or Venn Diagram. Create a collage of various images from different cultures. <p>Example:</p> <ol style="list-style-type: none"> Use images from a <u>National Geographic</u> magazine to create a collage. Relate text to artifacts found in museums.
<p>Applying: Compare text from various cultures, time periods, and/ or historical events.</p>	<ul style="list-style-type: none"> Listen to books on tape that reflect various cultures. <p>Examples:</p> <ol style="list-style-type: none"> books about Ancient Egypt, China, Greece Listen to books that reflect various time periods. <ul style="list-style-type: none"> Complete a time line.
<p>Developing: Identify text from various cultures, time periods, or historical events.</p>	<ul style="list-style-type: none"> Identify past, present, future. <p>Examples:</p> <ol style="list-style-type: none"> Connecting animals to past time. (dinosaurs and mammoths) Connecting daily routine with present time. Connecting future events such as graduating from high school and getting married. <ul style="list-style-type: none"> Categorize a collection of images as past, present, or future. Watch videos to identify past, present, or future. <p>Examples:</p> <ol style="list-style-type: none"> <i>Sarah Plain and Tall</i>, view the movie and look at the clothes that they wore and their transportation to determine the time a documentary on mummies
<p>Introducing: Attend/respond to text read from various cultures or historical events.</p>	<ul style="list-style-type: none"> Listen to books about ancient cultures. (myths and legends). Attend/respond to book on tape Use assistive technology to indicate time. Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

6.R.5.1. (Synthesis) Students can compare and contrast information on one topic from multiple informational texts.

Alternate Content Standard:

6.A.R.5.1. (Analysis) Students can compare information on a topic from informational texts.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compare and contrast information on a topic from one informational text.	<ul style="list-style-type: none"> • Illustrate the similarities and differences of a topic. • Write the similarities and differences of three or more sources. • Create a Venn diagram. • Compare the validity of informational texts; research journal or encyclopedia vs. advertisement; or a documentary vs. fiction movie.
Applying: Compare information on a topic from informational texts.	<ul style="list-style-type: none"> • Complete graphic organizers. • Explain the similarities of information presented in various media formats. • Observe similarities of two sources. <p>Example:</p> <ol style="list-style-type: none"> 1. use two different TV guide sources 2. Look at two pizza recipes.
Developing: Locate information on a given topic from an informational text.	<ul style="list-style-type: none"> • Locate information on a graphic organizer. (menu, picture schedule) • Locate information about given topic.
Introducing: Respond to information from an informational text.	<ul style="list-style-type: none"> • Examine the weather illustrations in the newspaper. • Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

6.R.5.2. (Evaluation) Students can evaluate the credibility of informational texts.

Alternate Content Standard:

6.A.R.5.2. (Comprehension) Students can determine the credibility of informational texts.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain the credibility of informational texts.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Distinguish between reasonable and unreasonable information. (<i>Newsweek</i> vs <i>National Enquirer</i>)
Applying: Determine the credibility of informational texts.	<ul style="list-style-type: none"> Define fact and opinion. Sort articles with pictures to determine reasonable and unreasonable information.
Developing: Identify a credible source.	<ul style="list-style-type: none"> Sort between fact and opinion. Match headlines to pictures of reasonable and unreasonable information. Respond to yes/no questions.
Introducing: Respond to a non-credible source.	<ul style="list-style-type: none"> Attend/respond to facts of non-credible source. Attend/respond to pictures from a non-credible source.

General Education Standard:

6.R.5.3. (Application) Students can utilize sources to locate information.

Alternate Content Standard:

6.A.R.5.3. (Knowledge) Students can locate a source to find information.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Locate two or more sources to find information.	<ul style="list-style-type: none"> Create lists from references. Compare items from a reference list.
Applying: Locate a source to find information.	<ul style="list-style-type: none"> Locate ENTER and EXIT, and Restrooms signs. Use an overlay, label north, south, east, and west on a map.
Developing: Identify a source to find information.	<ul style="list-style-type: none"> Locate a legend on a map. Label morning, afternoon, and night. Fill in a calendar with the correct day headings and actual dates. Highlight key information. Highlight the time of Art class.
Introducing: Respond to an informational text.	<ul style="list-style-type: none"> Attend/respond to a map. Attend/respond to daily picture schedules. Attend/respond to calendar. Listen/attend/respond to technology, activities, teacher's voice, etc.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 7

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: 7.R.1.1. (Analysis) Students can analyze word parts to determine meaning and context. Alternate Content Standard: 7.A.R.1.1. (Comprehension) Students can arrange word meaning using word parts.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Examine word parts to determine meaning.	<ul style="list-style-type: none"> • Identify and apply acronyms. • Create new words using prefixes and suffixes. • Develop and use compound words
Applying: Arrange word meaning using word parts.	<ul style="list-style-type: none"> • Arrange words by meaning using word parts and/or word categories. • Identify and use synonyms and antonyms.
Developing: Identify word parts and their meanings.	<ul style="list-style-type: none"> • Identify the meanings of common roots, suffixes, and prefixes. • Sort words by use of prefix, suffix, synonyms, or antonyms. • Match common synonyms using picture/representations. • Match common antonyms using picture/representations.

Introducing: Respond to root words and meaning	<ul style="list-style-type: none"> • Respond to pictures of root words. • Listen/attend/respond to technology, activities, teacher's voice, etc.
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General Education Standard: 7.R.1.2. (Analysis) Students can infer how word choice affects meaning. Alternate Content Standard: 7.A.R.1.2. (Knowledge) Students can identify how word choice affects meaning.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain how word choice affects meaning.	<ul style="list-style-type: none"> • Substitute words in sentences to change its meaning. Example: <ol style="list-style-type: none"> 1. The boy was happy to go school. The boy was sad to go to school • Substitute words of varying degree in sentences to specify its meaning. Example: <ol style="list-style-type: none"> 1. The water was cold. The water was freezing.
Applying: Identify how word choice affects meaning.	<ul style="list-style-type: none"> • Draw pictures to show meaning of words, sentences, and passages. (The giant was so enormous that he could not fit into the car. If the giant can't fit in the car, what does enormous mean?) • Recognize that environmental symbols have specific meanings. Example: <ol style="list-style-type: none"> 1. McDonald's symbol, boys' and girls' bathrooms.
Developing: Recognize how word choice affects meaning.	<ul style="list-style-type: none"> • Match words of varying degrees. • Match pictures to words or phrases.
Introducing: Attend/respond to how word choice affects meaning.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Respond to words/picture representations and their meanings.

Indicator 2: Students can comprehend and fluently read text.

<p>General Education Standard: 7.R.2.1. (Application) Students can interpret text using comprehension strategies.</p> <p>Alternate Content Standard: 7.A.R.2.1. (Application) Students can demonstrate meaning using a comprehension strategy.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Demonstrate meaning using comprehension strategies.</p>	<ul style="list-style-type: none"> • Answer questions and recall information to infer and explore the feelings and the thinking of the characters. • State main idea(s) in text. Examples: <ol style="list-style-type: none"> 1. Build sentence response activities using words and/or pictures. 2. Identify and/or illustrate more than five details from the text. • Infer ideas from texts. Examples: <ol style="list-style-type: none"> 1. Answers why questions. 2. Make predictions about what might happen next. 3. Create a new ending for the story. 4. Pick out words from story to show interpretation. • Make judgments about characters actions. • Make a text to text connection.
<p>Applying: Demonstrate meaning using a comprehension strategy.</p>	<ul style="list-style-type: none"> • Answers questions/recalls information. Examples: <ol style="list-style-type: none"> 1. Cloze activities requiring more than one word responses. 2. Answer who, what, when, and where questions. • Pick out words from story to show their interpretation. Examples: <ol style="list-style-type: none"> 1. Show/tell details from a text through pictures and other responses. 2. Use three-five picture cards. • Infer ideas from texts. Example: <ol style="list-style-type: none"> 1. If the text stated that the teacher's face turned red and he took the student to

	<p>the principal's office. What can we infer about what the teacher is feeling?</p> <ul style="list-style-type: none"> • Make a text to self connection.
Developing: Uses a comprehension strategy.	<ul style="list-style-type: none"> • Answer questions/recalls information. Examples: <ol style="list-style-type: none"> 1. One word cloze activities. 2. Answer who and what questions. • Pick out words from story to show their interpretation. Examples: <ol style="list-style-type: none"> 1. Show/tell two details from a text through pictures and other responses. 2. Use two-three picture cards • Infer ideas from texts. Examples: <ol style="list-style-type: none"> 1. If the boy in the story is crying and in the picture his bike tipped over, did he fall off his bike? • Choose between two words from story to show understanding. Example: <ol style="list-style-type: none"> 1. If a person is smiling, is this character happy or sad?
Introducing: Respond to comprehension strategies.	<ul style="list-style-type: none"> • Attend to the story to identify meaning. Example: <ol style="list-style-type: none"> 1. Imitates character responses. • Imitate teacher's response.

<p>General Education Standard: 7.R.2.2. (Application) Students can read fluently to comprehend grade-level text.</p> <p>Alternate Content Standard: 7.A.R.2.2. (Application) Students can apply an element of fluency to comprehend text.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text ability level text.	<ul style="list-style-type: none"> • Self monitor fluency for understanding when reading ability level text. • Adjust rate to meet purpose when reading ability level text.
Applying: Apply elements of fluency to comprehend text	<ul style="list-style-type: none"> • Recognize purpose of reading. • Modify rate of reading of text for comprehension.

Developing: Recognize elements of fluency.	<ul style="list-style-type: none"> • Give examples of text read for information and leisure. • Repeat different rates and expressions one comprehend text. • Identify mood intonation.
Introducing: Respond to elements of fluency in text.	<ul style="list-style-type: none"> • Respond to picture/representation of text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:
7.R.3.1. (Evaluation) Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.

Alternate Content Standard:
7.A.R.3.1. (Knowledge) Students can identify text structures for fiction, nonfiction and poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain text structures in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> • Use graphic organizers to classify literary elements. • Identify the characters, setting, problem, and solution in a story. • Determine how the problem is fixed or resolved.
Applying: Identify text structures for fiction and nonfiction.	<ul style="list-style-type: none"> • Answer who, what, and where questions about a story. • Select a picture from a magazine or picture bank that represents elements of the story.
Developing: Match a text structure in fiction and nonfiction.	<ul style="list-style-type: none"> • Match pictures of the setting and/or characters. • Match the setting and/or the characters.
Introducing: Respond to a text structure in fiction and nonfiction.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Use assistive technology to activate a switch to indicate main character.

General Education Standard:

7.R.3.2. (Comprehension) Students can identify how authors use literary elements to create meaning.

Alternate Content Standard:

7.A.R.3.2. (Knowledge) Students can identify literary elements in fiction, nonfiction and poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain literary elements in fiction, nonfiction and poetry.	<ul style="list-style-type: none">• Use graphic organizers to classify literary elements.• Identify the characters, setting, problem, and solution in a story.• Determine how the problem is fixed or resolved.
Applying: Identify literary elements in fiction, nonfiction and poetry.	<ul style="list-style-type: none">• Answer who, what, and where questions about a story. Examples:<ol style="list-style-type: none">1. Use the same characters and change the setting.2. Use the same setting and change the characters.3. Draw a picture of the setting or the characters.• Select a picture from a magazine or picture bank that represents elements of the story.
Developing: Recognize a literary element in fiction, nonfiction and poetry.	<ul style="list-style-type: none">• Match pictures of the setting and/or characters.• Identify/match the setting and/or the characters.
Introducing: Respond to a literary element in fiction, nonfiction and poetry.	<ul style="list-style-type: none">• Use assistive technology to identify main character in the story.• Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:

7.R.3.3. (Comprehension) Students can identify how authors use literary devices to create meaning.

Alternate Content Standard:

7.A.R.3.3. (Knowledge) Students can identify literary devices in fiction, nonfiction and poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain literary devices in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> Identify how similes, metaphors, and story symbols relate to life. Choose a simile to describe self. Draw and describe pictures that show similes and metaphors. (The mosquito was as big as a bird. Describe the mosquito.)
Applying: Identify literary devices in fiction, nonfiction and poetry.	<ul style="list-style-type: none"> Read books which contain similes and metaphors. Discuss what similes and metaphors mean. Draw pictures that show the meaning of similes. (The mosquito was as big as a bird. What do we know about the size of the mosquito?)
Developing: Recognize a literary device in fiction and nonfiction.	<ul style="list-style-type: none"> Match a simile in a story to an object in real life. (Quiet as a mouse. Tall as a building.) Match a metaphor in a story to an object in real life. (He was a quiet mouse.)
Introducing: Respond to a literary device in fiction and nonfiction.	<ul style="list-style-type: none"> Explore and respond to picture books that contain similes. Example: 1. Use books such as <i>Quick as a Cricket</i>. Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standard: 7.R.4.1. (Application) Students can identify recurring themes in text from diverse cultures, time periods, and historical events. Alternate Content Standard: 7.A.R.4.1. (Application) Students can compare/contrast text from various cultures, time periods, and/or historical events.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Discuss a theme in text from cultures, time periods, and/or historical events.	<ul style="list-style-type: none"> Read books about cultures. Compare and contrast themes of cultures and time periods and/or historical events. Example: make homemade ice cream like Laura Ingalls Wilder.

	<ul style="list-style-type: none"> • Label and make artifacts from cultures. • Compare music and lyrics from other cultures.
Applying: Compare/contrast text from various cultures, time periods, and/or historical events.	<ul style="list-style-type: none"> • Sort and discuss objects, symbols, and pictures from different cultures and time periods. <p>Examples:</p> <ol style="list-style-type: none"> 1. Lakota 2. Hutterite 3. religion 4. ethnicity <ul style="list-style-type: none"> • Read poetry about different cultures and time periods. • Draw and illustrate meaning of themes in poetry and song lyrics.
Developing: Match text from various cultures, time periods, and/or historical events	<ul style="list-style-type: none"> • Recognize and choose photos of people that represent different cultures and time periods and/or historical events. • Sort simple picture cards that represent different cultures, time periods, and/or historical events. • Listen to and respond to music and lyrics of different cultures, time periods and /or historical events.
Introducing: Attend/respond to text from various cultures, time periods, and/or historical events.	<ul style="list-style-type: none"> • Explore books about various cultures. • Listen and respond to music and lyrics about different cultures. • Listen/attend/respond to technology, activities, teacher's voice, etc.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<p>General Education Standard: 7.R.5.1. (Application) Students can determine which reference sources will provide the best information for the assigned task.</p> <p>Alternate Content Standard: 7.A.R.5.1. (Application) Students can choose which reference source will provide the best information.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select two or more reference sources which will provide the best information.	<ul style="list-style-type: none"> • Locate the reference sources in library or classroom. • Use dictionaries to gain meaning of new words.

	<ul style="list-style-type: none"> • Use computer to find information and facts on a topic. • When given three sources and a topic, select sources.
Applying: Choose which reference source which will provide the best information.	<ul style="list-style-type: none"> • Ask for assistance locating reference sources in the library or classroom. • Determine best reference source for task. (Menus, transportation schedules, magazines, dictionary, atlas, encyclopedia, internet)
Developing: Choose a reference source to locate information.	<ul style="list-style-type: none"> • Read functional words. (menus, schedules, signs, and lists) • Identify name with a phone number. • Identify reference sources through matching or pointing.
Introducing: Attend to a reference source.	<ul style="list-style-type: none"> • Locate a desired picture symbol. • Understand meaning of object or picture symbol. • Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard: 7.R.5.2. (Analysis) Students can analyze and organize data from informational text. Alternate Content Standard: 7.A.R.5.2. (Knowledge) Students can locate data from informational text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select and classify data from informational text.	<ul style="list-style-type: none"> • Create a graphic organizer. • State main ideas with two supporting details. • Complete outline with word bank. • Explain similarities and differences of the data.
Applying: Locate data from informational text.	<ul style="list-style-type: none"> • Complete graphic organizer with assistance. • Identify main idea with one supporting detail. • Identify similarities and differences in data.
Developing: Recognize data from an informational text.	<ul style="list-style-type: none"> • Locate information on a graphic organizer. (menu, picture schedule) • Locate information about topic of choice. • Identify main idea with teacher assistance. • Sort graphic aids by type. (charts, schedules, and maps)

Introducing: Attend to data from an informational text.	<ul style="list-style-type: none"> Attend/respond to data from informational text. Listen/attend/respond to technology, activities, teacher's voice, etc.
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General Education Standard:
7.R.5.3. (Evaluation) Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.

Alternate Content Standard:
7.A.R.5.3. (Application) Students can locate credible information in two or more sources.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Select credible and accurate data from informational text.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Distinguish between reasonable and unreasonable information. (<i>Newsweek</i> vs <i>National Enquirer</i>) Locate copyright date. Define accurate and credible information.
Applying: Locate credible information in two or more sources.	<ul style="list-style-type: none"> Illustrate the similarities and differences of a topic. Example: <ol style="list-style-type: none"> Look at three different animals (tiger, dog, and bear). On a sheet of paper, draw the similarities of the animals on one side of the sheet and the differences on the other side. Highlight data matching topic. Complete graphic organizer/outlines.
Developing: Recognize information from a source.	<ul style="list-style-type: none"> Use picture representation to match data to topic. Locate information from a completed graphic outline.
Introducing: Attend to information from a source.	<ul style="list-style-type: none"> Attend/respond to informational text Listen/attend/respond to technology, activities, teacher's voice, etc.

General Education Standard:
7.R.5.4. (Analysis) Students can analyze the author's purpose in text.

Alternate Content Standard:
7.A.R.5.4. (Comprehension) Students can recognize author's purpose in informational text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Examine author's purpose in informational text.	<ul style="list-style-type: none"> • Determine author's purpose as argumentative or persuasive. • Locate three details that support the author's purpose. • Agree or disagree with letters to the editor.
Applying: Recognize author's purpose in informational text.	<ul style="list-style-type: none"> • Locate two supporting details that support the author's purpose. • Read letters to the editor and identify author's purpose. • Recognize key vocabulary. (I think, we should)
Developing: Match representation depicting the author's purpose in an informational text.	<ul style="list-style-type: none"> • Locate letters to the editor. • Locate one supporting detail from highlighted text to support author's purpose. • Match representations of purpose of informational text.
Introducing: Attend to author's purpose in an informational text.	<ul style="list-style-type: none"> • Listen/attend/respond to technology, activities, teacher's voice, etc. • Attend/Respond to letters to the editor.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 8

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard:

8.R.1.1. (Application) Students can apply contextual knowledge of word origins to extend vocabulary.

Alternate Content Standard:

8.A.R.1.1. (Application) Students can classify words by origins.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Classify words by origins to extend vocabulary.	<ul style="list-style-type: none"> • Look up words in an unabridged dictionary. • Label the country of origin for a certain word.
Applying: Classify words by origins.	<ul style="list-style-type: none"> • Identify the root word. • Match root word to word family (morph = morphology).
Developing: Identify word origins.	<ul style="list-style-type: none"> • Break word into syllables. • Break word into parts (prefix, suffix, root).
Introducing: Attend/respond to word origins.	<ul style="list-style-type: none"> • Match word card to pictures or objects. • Listen to a story on a computer. • Listen to a story on tape. • Use computer programs for beginning vocabulary development.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard:

8.R.2.1. (Analysis) Students can analyze text using comprehension strategies.

Alternate Content Standard:

8.A.R.2.1. (Application) Students can demonstrate reading strategies to comprehend text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Utilize reading strategies to increase comprehension.	<ul style="list-style-type: none">• Use three or more details when retelling a story.• Tell about a favorite part of the story• Draw picture to retell.• Sequence using three to five cards.
Applying: Demonstrate reading strategies to comprehend text.	<ul style="list-style-type: none">• Ask “I wonder...” or “what if...” questions.
Developing: Imitate reading strategies to increase comprehension.	<ul style="list-style-type: none">• Use highlighting, sticky notes, pictograms.• Recognize familiar pictures from text.• Tell personal connection to text.• Match words to words or objects.
Introducing: Attend/respond to reading strategies to increase comprehension.	<ul style="list-style-type: none">• Listen/look to the source of the text• Answer yes/no comprehension questions.

General Education Standard:

8.R.2.2. (Application) Students can read fluently to comprehend grade-level text.

Alternate Content Standard:

8.A.R.2.2. (Comprehension) Students can read fluently to comprehend ability-level text

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text.	<ul style="list-style-type: none">• Increase speed and accuracy of sight words of a three to five sentence text.
Applying: Read fluently to comprehend ability-level text.	<ul style="list-style-type: none">• Increase speed and accuracy of sight words of a single sentence text.
Developing: Imitate fluency strategies to gain meaning from text.	<ul style="list-style-type: none">• Use flip cards to increase speed of recognition of sight words.
Introducing: Attend/respond to fluency strategies to gain meaning from text.	<ul style="list-style-type: none">• Listen/look at sight words, using representations, pictures, or objects.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:
8.R.3.1. (Analysis) Students can examine the author’s use of literary elements in fiction, nonfiction, drama, and poetry.

Alternate Content Standard:
8.A.R.3.1. (Comprehension) Students can identify the author’s use of literacy elements in fiction, nonfiction, drama and poetry.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain the author’s use of literary elements in fiction, nonfiction, drama and poetry.	<ul style="list-style-type: none"> • Use graphic organizers to classify literary elements. • Identify the characters, setting, problem, and solution in a story. • Determine how the problem is fixed or resolved. • Create a collage of emotions from the story.
Applying: Identify the author’s use of literary elements in fiction, nonfiction, drama and poetry.	<ul style="list-style-type: none"> • Answer who, what, and where questions about a story. • Use the same character and change the setting. • Use the same setting and change the characters. • Draw a picture of the setting or the characters. • Select a picture from a magazine or picture bank that represents elements.
Developing: Recognize the author’s use of literary elements in fiction, nonfiction, drama and poetry.	<ul style="list-style-type: none"> • Draw pictures of the setting or characters. • Describe the setting and/or characters. • Indicate events that happened in the story (sequence cards, story boards, drawing).
Introducing: Attend to the author’s use of literary elements in fiction, nonfiction, drama and poetry.	<ul style="list-style-type: none"> • Point to the main character of the story. • Indicate yes/no answers about character, setting.

General Education Standard:
8.R.3.2. (Analysis) Students can examine the effects of the author’s use of literary devices.

Alternate Content Standard:
8.A.R.3.2. (Comprehension) Students can identify the effects of the author’s use of literary devices.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Examine one effect of the author's use of literary devices.	<ul style="list-style-type: none"> Write a sentence to demonstrate the meaning of symbols. (e.g. I love Mom with a heart symbol) Draw a picture of the symbol from a story.
Applying: Identify the effects of the author's use of literary devices.	<ul style="list-style-type: none"> When shown a picture of a country's flag, students recognize that it symbolizes a specific country. Read picture books that contain similes, metaphors, and personification (Jane Yolen's <i>Owl Moon</i> or <i>All Those Secrets of the World</i>) Highlight literary devices after explanation.
Developing: Recognize the effects of the author's use of literary devices.	<ul style="list-style-type: none"> Explain what symbols mean to you. (flag, heart) Listen to music and illustrate in some manner what it symbolizes and other literary devices. What do colors symbolize? (match to emotional signs/faces.)
Introducing: Attend/respond to the effects of the author's use of literary devices.	<ul style="list-style-type: none"> Point to pictures of symbols, such as flag, church, heart, school mascots.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<p>General Education Standard: 8.R.4.1. (Analysis) Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts</p> <p>Alternate Content Standard: 8.A.R.4.1. (Application) Students can apply meaning from literary selections about local cultures and history to create meaning.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Summarize literary selections about local cultures and history to create meaning.	<ul style="list-style-type: none"> Listen to poetry and musical lyrics about other cultures and time periods. Respond to multicultural literature by making personal connections between themselves and characters in the story. Demonstrate understanding of passages, poetry, and simple stories from other cultures and time periods.

	<ul style="list-style-type: none"> • Compare and contrast other cultures with own lives through pictures, graphics organizers, and journaling.
Applying: Apply meaning from literary selections about local cultures and history to create meaning.	<ul style="list-style-type: none"> • Listen to and follow along with books on tape or CD. • Listen to and follow along with abridged versions and picture books about culture and history. • Create or retell multicultural story using picture cards.
Developing: Develop meaning from literary selections about local cultures and history to create meaning.	<ul style="list-style-type: none"> • Listen and respond to books on tape or CD. • Listen and respond to abridged versions and picture books about culture and history. • Computer assisted reading • Match the theme, emotion, and era related to the cultural text.
Introducing: Attend/respond to meaning from literary selections about local cultures and history to create meaning.	<ul style="list-style-type: none"> • Listen and respond to books on tape or CD. • Listen and respond to abridged versions and picture books about culture and history. • Computer assisted reading

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<p>General Education Standard: 8.R.5.1. (Evaluation) Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>Alternate Content Standard: 8.A.R.5.1. (Comprehension) Students can read information about a topic gathered from two or more informational texts.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Analyze information about a topic gathered from informational text.	<ul style="list-style-type: none"> • Draw and label a simple map. • Use picture dictionary to gain knowledge. • Distinguish between fact and opinion when gathering information. • Predict upcoming weather forecast from various sources. • Determine if information is credible.
Applying: Read information about a topic gathered from two or more informational texts.	<ul style="list-style-type: none"> • Label a simple map using a legend. • Use picture dictionary to gain knowledge. • Use newspapers to search for employment, use calendars to find weather of other towns in the area.

Developing: Collect information about a topic gathered from informational text.	<ul style="list-style-type: none"> • View and respond to pictures of weather forecasts in a newspaper or the Internet. • Read a weather map. • Gather information for an informational collage.
Introducing: Attend/respond to information about a topic gathered from informational text.	<ul style="list-style-type: none"> • Match pictures to words. • Match survival signs. • Respond to a picture dictionary.

General Education Standard:

8.R.5.2. (Evaluation) Students can recognize expository, persuasive, and procedural text.

Alternate Content Standard:

8.A.R.5.2. (Comprehension) Students can recognize expository and procedural text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain the differences between expository and procedural text.	<ul style="list-style-type: none"> • Identify and utilize resources with factual information pertaining to real life situations (look up phone number). Report in a variety of formats on favorite plant, flower, animal, bird or other science or social studies concept. (Power Point, collage, drawing, voice to text)
Applying: Recognize expository and procedural text.	<ul style="list-style-type: none"> • Identify and describe informational and safety signs in the environment. • Recognize everyday print materials that provide information. (labels, newspapers, TV guides, maps, bus and movie schedules, recipes, Yellow Pages) • Identify resources which provide factual information. (look up phone number) • Use a newspaper weather report or an Internet weather report to make decisions. • Use everyday print materials that provide information. (labels, newspapers, TV Guide, bus/movie schedule, menu, recipe, Yellow Pages) • Use recreational information. (hunting and fishing guides, outdoor recreation)
Developing: Match examples of expository and procedural text.	<ul style="list-style-type: none"> • Recognize everyday print materials that provide information. (labels, newspapers, TV guides, maps, bus and movie schedules, recipes, Yellow Pages)

	<ul style="list-style-type: none"> • Read a calendar to determine the specific day of the week, month, year. • Match survival signs. • Identify survival signs in the environment (stop, restroom, exit, caution) • Match signs and words. • Identify and describe informational and safety signs in the environment. (use picture cues)
Introducing: Attend/respond to the differences in expository and procedural text.	<ul style="list-style-type: none"> • Recognize everyday print materials that provide information. (labels, newspapers, TV guides, bus and movie schedules, recipes, Yellow Pages, magazines) • Retrieve materials specific to an activity. • Identify survival signs in the environment. • Match pictures to words. • Match survival signs.

General Education Standard:

8.R.5.3. (Evaluation) Students can combine new information with existing knowledge to enhance understanding.

Alternate Content Standard:

8.A.R.5.3. (Application) Students can use new information to enhance understanding.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Categorize new information to enhance understanding.	<ul style="list-style-type: none"> • Create graphic organizers to predict, categorize, and sequence information. (follows recipes, directions, and schedules) • Read and follow directions. (maps, recipes, games) • Read information and make decisions about personal hygiene. • Read information and make decisions about personal safety. • Make a simple 3-5 slide power point about a topic. • Use picture books and other information about a topic, such as the Holocaust, to make judgments or draw conclusions about right and wrong. • Evaluate own performance using self-checklist. (evaluate your day, behavior, social skills, hygiene)

<p>Applying: Use new information to enhance understanding</p>	<ul style="list-style-type: none"> • Create graphic organizers to predict, categorize, and sequence information. (follow recipes, directions, and schedules) • Use picture books and other information about a topic, such as the Holocaust, to make judgments or draw conclusions about right and wrong. • Use print information to read and follow directions. (office and classroom assistance) • Use grocery ads to make decisions.
<p>Developing: Identify new information to enhance understanding.</p>	<ul style="list-style-type: none"> • Look at a menu and decide what to order and eat. • Follow a simple map around the building or neighborhood. • Follow a picture recipe to make a meal.
<p>Introducing: Attend/respond to new information to enhance understanding.</p>	<ul style="list-style-type: none"> • Use picture menus. • Match pictures to words. • Match survival signs.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 9

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard:

9.R.1.1. (Application) Students can apply example clues to extend vocabulary.

Alternate Content Standard:

9.A.R.1.1. (Application) Students can use example clues to define new words.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Apply example clues to define new words.	<ul style="list-style-type: none"> • Write a sentence using a restatement cue. • Highlight a sentence in a text that includes a restatement cue.
Applying: Use example clues to define new words.	<ul style="list-style-type: none"> • From a list of choices, choose “my father’s brother” as a restatement cue for “my uncle.”
Developing: Match example clues to define new words.	<ul style="list-style-type: none"> • Picture to word associations. • Point to restatement clue.
Introducing: Attend/respond to clues to define new words.	<ul style="list-style-type: none"> • Use a switch to respond to hearing a restatement clue. • Look /attend the source of the text.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: 9.R.2.1. (Evaluation) Students can evaluate text by applying comprehension strategies.	
Alternate Content Standard: 9.A.R.2.1. (Application) Students can utilize reading strategies to increase comprehension.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain text by applying comprehension strategies.	<ul style="list-style-type: none"> • Make predictions. • Create a KWL chart. (what you know, what you want to know, what you learned) • Create questions. • Create a word web. (clusters) • SQ4R- survey, question, read, recite, review, reflect
Applying: Utilize reading strategies to increase comprehension.	<ul style="list-style-type: none"> • Draw a picture relating to the book topic. • Make connections. Example: access prior knowledge, discuss personal experience, text-to-world connections. • ABC sequence chart.
Developing: Select reading strategies to increase comprehension.	<ul style="list-style-type: none"> • Make pictures/word associations. • Rebus • News-2-You • Match picture to story topic • Make predictions based on book cover
Introducing: Attend/respond to reading strategies to increase comprehension.	<ul style="list-style-type: none"> • Attend to a book being read. Example: switching book to next page • Indicate comprehension by answering yes/no questions. Example: blinking, vocalization, visual cues

General Education Standard: 9.R.2.2. (Application) Students can read fluently to comprehend grade-level text.	
Alternate Content Standard: 9.A.R.2.2. (Comprehension) Students can read fluently to comprehend ability-level text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text.	<ul style="list-style-type: none"> • Increase speed and accuracy of two-syllable words in two-three sentence text.

Applying: Read fluently to comprehend ability-level text.	<ul style="list-style-type: none"> • Increase speed and accuracy of two-syllable words.
Developing: Imitate fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Use flip cards to increase speed of recognition of two-syllable words i.e. verbally or physically.
Introducing: Attend/respond to fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Listen/look for two-syllable words.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard: 9.R.3.1. (Analysis) Students can analyze an author’s use of literary elements in fiction. Alternate Content Standard: 9.A.R.3.1. (Application) Students can demonstrate comprehension of the author’s use of literary elements in text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify and explain literary elements.	<ul style="list-style-type: none"> • Describe how the story would be different if the main character were a different gender or age. • Explain what would have changed in the story if events in the plot had been sequenced differently. • Explain how the climax affects the story.
Applying: Demonstrate comprehension of the author’s use of literary elements in text.	<ul style="list-style-type: none"> • Predict the consequence of actions of a character in a story (foreshadowing). • Explain the lesson of the story (theme). • Retell the story with a different setting.
Developing: Identify literary elements.	<ul style="list-style-type: none"> • Tell what you did yesterday. (flashback) • Name a character in the story. • Identify setting of a story.
Introducing: Attend/respond to literary elements.	<ul style="list-style-type: none"> • Hit a switch corresponding to element. (who, where, what) • Identify a picture that corresponds with character, plot, setting, or theme. • Make a prediction about their day .(foreshadowing)

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts

<p>General Education Standard: 9.R.4.1. (Analysis) Students can analyze text to determine the influence of time period, culture, geography, and author's background.</p> <p>Alternate Content Standard: 9.A.R.4.1. (Application) Students can use text to determine the influence of time period, culture, geography, and an author's background on text.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Summarize text to determine the influence of time period, culture, geography, and an author's background.</p>	<ul style="list-style-type: none"> • Listen to poetry and musical lyrics about other cultures and time periods. • Respond to multicultural literature by making personal connections between themselves and characters in the story. • Demonstrate understanding of passages, poetry, and simple stories from other cultures and time periods. • Compare and contrast with other cultures with own lives through pictures, graphics organizers, and journaling.
<p>Applying: Describe the influence of time period, culture, geography, and an author's background.</p>	<ul style="list-style-type: none"> • Listen to and follow along with books on tape or CD. • Listen to and follow along with abridged versions and picture books about culture and history. • Create or retell multicultural story using picture cards. • Categorize representations from time periods, cultures, geography, and author's background.
<p>Developing: Identify the influence of time period, culture, geography, and an author's background.</p>	<ul style="list-style-type: none"> • Listen and respond to books on tape or CD. • Listen and respond to abridged versions and picture books about culture and history. • Computer assisted reading • Match sort representations from different time periods, culture, geography, and author's backgrounds.
<p>Introducing: Attend/respond to text to determine the influence of time period, culture, geography, and an author's background.</p>	<ul style="list-style-type: none"> • Listen and respond to books on tape or CD. • Listen and respond to abridged versions and picture books about culture and history. • Computer assisted reading

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

9.R.5.1. (Evaluation) Students can evaluate primary and secondary sources for credibility.

Alternate Content Standard:

9.A.R.5.1. (Analysis) Students can select primary and secondary sources for credibility.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Differentiate primary and secondary sources for credibility.	<ul style="list-style-type: none"> • Compare/contrast movie/film version of the same story. • Go to the library to conduct a search for information on a specific topic • Compile a list of three possible sources on a specific topic.
Applying: Select primary and secondary sources for credibility.	<ul style="list-style-type: none"> • Participate in a library scavenger hunt. • Choose the correct source for completing a project—atlas or medical dictionary? Internet or encyclopedia? • Compile a list of people to interview—appropriate job choices (people who work with animals—zookeeper, veterinarian).
Developing: Collect primary and secondary sources for credibility.	<ul style="list-style-type: none"> • Choose a book from a narrowed-down selection. • Recognize various media—computer, book, encyclopedia, newspaper. • Recognize the different areas of the library—fiction, movies, periodicals.
Introducing: Attend/respond to primary and secondary sources for credibility.	<ul style="list-style-type: none"> • Explore the library. • Visually explore sources—computer, books, encyclopedia. • Turn the page of possible sources.

General Education Standard:

9.R.5.2. (Evaluation) Students can interpret procedural text to complete a multiple-step task.

Alternate Content Standard:

9.A.R.5.2. (Application) Students can apply procedural text to complete a multiple-step task.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain procedural text to complete a multiple-step task.	<ul style="list-style-type: none"> • Follow and create food from a 2-3 step recipe. • Complete and follow assignment notebook.
Applying: Apply procedural text to complete a multiple-step task.	<ul style="list-style-type: none"> • Follow recipe with picture cues. • Use assignment notebook.
Developing: Identify procedural text to complete a multiple-step task.	<ul style="list-style-type: none"> • Create and follow a picture schedule board. • Assignment board • Follow daily schedule with cues.
Introducing: Attend/respond to procedural text to complete a multiple-step task.	<ul style="list-style-type: none"> • Follow a picture schedule board. • Follow daily schedule with assistance.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 10

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words

General Education Standard: 10.R.1.1. (Analysis) Students can apply contrast clues to extend vocabulary.	
Alternate Content Standard: 10.R.1.1. (Application) Students can use antonyms to define new words.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Apply antonyms to define new words.	<ul style="list-style-type: none"> • Write a sentence using an antonym. • Highlight an antonym. • Use a reference source to find antonyms.
Applying: Use antonyms to define new words.	<ul style="list-style-type: none"> • Select an antonym from a list. • Write antonyms from a list of words. • Make a collage of opposites found in text.
Developing: Match antonyms to define new words.	<ul style="list-style-type: none"> • Point to a symbol representing an antonym. • Show with body movement -- “over and under”. • Verbally respond to word opposites --Teacher says, “black,” student respond, “white.”
Introducing: Identify antonyms to define new words.	<ul style="list-style-type: none"> • Use a switch to respond to hearing antonyms. • Look/listen to the source of the text. • Match pictures of antonyms.

Indicator 2: Students can comprehend and fluently read text.

General Education Standard: 10.R.2.1. (Synthesis) Students can formulate associations between texts and experiences.	
Alternate Content Standard: 10.A.R.2.1. (Comprehension) Students can recognize associations between texts and experiences.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain associations between texts and experiences.	<ul style="list-style-type: none"> Compare climatic event to real-life situations. Example: Venn diagram.
Applying: Recognize associations between texts and experiences.	<ul style="list-style-type: none"> Develop personal connections from text. Examples: <ol style="list-style-type: none"> collage diary journal letter
Developing: Match associations between texts and experiences.	<ul style="list-style-type: none"> Connect lesson from student's life to that in text. Compare main character to someone student knows.
Introducing: Attend/respond to associations between texts and experiences.	<ul style="list-style-type: none"> Attend to story being read. Indicate an association by answering yes/no questions.

General Education Standard: 10.R.2.2. (Application) Students can read fluently to comprehend grade-level text.	
Alternate Content Standard: 10.A.R.2.2. (Comprehension) Students can read fluently to comprehend ability-level text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text.	<ul style="list-style-type: none"> Increase speed and accuracy of multi-syllable words in a two-three sentence text.
Applying: Read fluently to comprehend ability-level text.	<ul style="list-style-type: none"> Increase speed and accuracy of multi-syllable words in a single sentence text.
Developing: Identify fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> Use flip cards to increase speed of recognition of multi-syllable words i.e. verbally or physically.

Introducing: Attend/respond to fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Listen/look for multi-syllable words.
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Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard:

10.R.3.1. (Analysis) Students can analyze an author's style.

Alternate Content Standard:

10.R.3.1. (Knowledge) Students can identify literary genres.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify and explain literary genres.	<ul style="list-style-type: none"> • Retell a familiar story with a different beginning or ending. • Explain the difference between structure of a play and a short story. • Identify components of plot (exposition, rising action, climax, falling action, resolution). • Give examples of different genres such as picture books, fantasy, historical fiction, mystery, realistic fiction, nonfiction, folktales, poetry, and biography.
Applying: Identify literary genres.	<ul style="list-style-type: none"> • Create a story with a beginning, middle, and end. • Recognize that song lyrics and a poem can have similar structure. • Create a title for a story. • Identify a story as a picture books, fantasy, historical fiction, mystery, realistic fiction, nonfiction, folktales, poetry, and biography.
Developing: Match literary genres.	<ul style="list-style-type: none"> • Tell a story with beginning, middle, and end. • Name the events in the plot. • Name the components of a role-play. • Match examples of picture books, fantasy, historical fiction, mystery, realistic fiction, nonfiction, folktales, poetry, and biography.
Introducing: Attend/respond to literary genres.	<ul style="list-style-type: none"> • Manipulate a book. • Attend to posted material (schedules, pledge of allegiance)

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<p>General Education Standard: 10.R.4.1. (Analysis) Students can determine the author’s purpose in multicultural, geographical, and historical texts</p> <p>Alternate Content Standard: 10.A.R.4.1. (Comprehension) Student can restate the author’s purpose in multicultural, geographical, and historical texts.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Determine the author’s purpose in multicultural, geographical, and historical texts.</p>	<ul style="list-style-type: none"> • Describe a possible background of the author of a story (male or female? From here or Afghanistan?) • Explain why some readers would enjoy a story when others would not. • Analyze the author’s motivation in writing a certain piece—had the author been bullied as a child? Was the author an orphan? • <i>Holes</i>—had the author been falsely accused of something?
<p>Applying: Restate the author’s purpose in multicultural, geographical, and historical texts.</p>	<ul style="list-style-type: none"> • Retell a story from a familiar book and relate it to real-life experiences (age, ethnic background, economic background, geographic location) • Listen to contemporary song lyrics and connect to own life. • Read a poem and make connections to the poem.
<p>Developing: Identify the author’s purpose in multicultural, geographical, and historical texts.</p>	<ul style="list-style-type: none"> • Choose age/ability appropriate reading material. • Listen to stories and poetry, and relate them to their own life in some form of expression. (drawing, verbally)
<p>Introducing: Attend/respond to the author’s purpose in multicultural, geographical, and historical texts.</p>	<ul style="list-style-type: none"> • Explore and respond to different kinds of books—short story, novel, children’s books, comic books. • Listen to sounds of different cultures—Native American, Alaskan, African. • Attend to a story. • Attempt to read.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

10.R.5.1. (Comprehension) Students can recognize logical fallacies in sources.

Alternate Content Standard:

10.R.5.1. (Knowledge) Students can indicate logical fallacies from selected text in sources.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Recognize one logical fallacies in sources.	<ul style="list-style-type: none"> • Determine if a rumor is based on fact. • Determine which parts of urban legends are fact. • Read a letter to the editor and classify which statements are fact and which are opinion.
Applying: Indicate logical fallacies from selected text in sources.	<ul style="list-style-type: none"> • Read a letter to the editor and classify which statements are fact and which are opinion. • Watch and discuss Mythbusters.
Developing: Identify logical fallacies in sources.	<ul style="list-style-type: none"> • Access the Internet to compare story with a newspaper story of the same subject. • Sort advertisements into possible/impossible.
Introducing: Attend/respond to logical fallacies in sources.	<ul style="list-style-type: none"> • Listen and respond to a variety of advertisements. • Listen and respond to editorials.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 11

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard:
11.R.1.1. (Application) Students can apply cause and effect clues to extend vocabulary.

Alternate Content Standard:
11.A.R.1.1. (Application) Students can use cause and effect to define new word clues.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Apply cause and effect clues to define new words.	<ul style="list-style-type: none"> Predict what will happen next. Example: graphic organizers or storyboards or webbing. Student will finish sentence: If a person is hasty, then ...
Applying: Use cause and effect to define new word clues.	<ul style="list-style-type: none"> Predict what will happen next. Example: using sequence cards
Developing: Match cause and effect clues to define new words.	<ul style="list-style-type: none"> Match picture clues to tell why something happened. Match pictures clues to show the results of an action(s).
Introducing: Attend/respond to clues to define new words.	<ul style="list-style-type: none"> Look/listen to the source of the text. Indicate an unfamiliar word in text. Example: hit switch, blink, vocalize

Indicator 2: Students can comprehend and fluently read text.

General Education Standard:
11.R.2.1. (Analysis) Students can analyze how diction affects the interpretation of text.

Alternate Content Standard:
11.A.R.2.1. (Comprehension) Students can describe how diction affects the interpretation of text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain how diction affects the interpretation of text.	<ul style="list-style-type: none"> • Listen to same song from different performers. • Read two passages, and explain what makes one more descriptive. • Select the words in an advertisement that sell the product.
Applying: Describe how diction affects the interpretation of text.	<ul style="list-style-type: none"> • Tell a story about an event to two different audiences. (teacher or best friend) • Select the words on a menu that invite the student to choose a certain item.
Developing: Indicate an example of how diction affects the interpretation of text.	<ul style="list-style-type: none"> • Listen and respond to speeches and descriptive passages. • List words to describe sensory images. • Listen to a passage and list the words that indicate emotion.
Introducing: Respond to how diction affects the interpretation of text.	<ul style="list-style-type: none"> • Hear and respond to the lyrics of a song, poetry, children stories.

General Education Standard:
11.R.2.2. (Application) Students can read fluently to comprehend grade-level text.

Alternate Content Standard:
11.A.R.2.2. (Application) Students can read fluently to comprehend ability level text.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text.	<ul style="list-style-type: none"> • When given the same passage student will use repetition to increase speed and accuracy.
Applying: Read fluently to comprehend ability level text.	<ul style="list-style-type: none"> • When given the same passage student will use repetition to increase speed.
Developing: Apply fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Use a magnetic sentence board to increase speed recognition of five word sentences.
Introducing: Attend/respond to fluency strategies to gain meaning for text.	<ul style="list-style-type: none"> • Listen/look for four-five word sentences.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard: 11.R.3.1. (Analysis) Students can analyze and explain literary devices within text.	
Alternate Content Standard: 11.R.3.1. (Comprehension) Students can explain literary devices.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Identify and explain literary devices.	<ul style="list-style-type: none"> • Respond to an advertisement's use of literary devices. • Identify the author's purpose in using a certain literary device. • Create an advertisement using at least one literary device. • Create a poem using rhyme and rhythm.
Applying: Explain literary devices.	<ul style="list-style-type: none"> • Identify literary device in a passage. (simile, metaphor, rhyme, alliteration, personification, onomatopoeia) • Explain how the devices affect the passage.
Developing: Identify literary devices.	<ul style="list-style-type: none"> • Draw a picture using a literary device. (simile, metaphor) • Find words that start with the same sounds. (alliteration) • Create original simile.
Introducing: Attend/respond to literary devices.	<ul style="list-style-type: none"> • Listen to different sounds. • Explore and respond to tactile world. (sandpaper, dry skin) • Compare descriptive words with tactile objects. • Listen to poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time-period texts.

General Education Standard: 11.R.4.1. (Analysis) Students can analyze a text within cultural, geographical, and historical context.
Alternate Content Standard: 11.R.4.1. (Application) Students can use characteristics of a text within cultural, geographical, and historical context.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<p>Advancing: Give an example of a text within cultural, geographical, and historical context.</p>	<ul style="list-style-type: none"> • Read letters from specific time periods (Civil War, Korean War, Rapid City flood, Vietnam War, Black Hills gold rush) and explain differences and similarities in time periods. • Find web sites that include messages between family members of Iraqi Freedom soldiers and compare to Civil War communication. • Read Ben Franklin’s proverbs and discuss their relevance to today’s world.
<p>Applying: Apply characteristics of a text within cultural, geographical, and historical context.</p>	<ul style="list-style-type: none"> • Listen to a story from another culture and contrast to student’s cultural background—how is one thing different in your life compared to a character in the story? A writer from Afghanistan would have a different viewpoint than an American writer? How was their transportation? • Read books from historic periods and relate facts about that time period (<i>Red Badge of Courage, Huck Finn</i>)—Venn diagrams, graphic organizers. • Compare familiar forms of literature to those of other cultures. (folk tales, short stories, lyrics)
<p>Developing: Recognize a text within cultural, geographical, and historical context.</p>	<ul style="list-style-type: none"> • Read stories from different cultures. (Native American, Asian American, Black American) • Read the history of games from different cultures. • Listen and respond to a story and draw a picture of an image from a different culture.
<p>Introducing: Attend/respond to a text within cultural, geographical, and historical context.</p>	<ul style="list-style-type: none"> • Explore and respond to pictures from different cultures. • Listen and respond to music and poetry from different cultures.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard:

11.R.5.1. (Analysis) Students can analyze factors that influence the credibility of informational sources.

Alternate Content Standard:

11.A.R.5.1. (Comprehension) Students can identify factors that influence the credibility of information sources.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Determine factors that influence the credibility of informational sources.	<ul style="list-style-type: none"> • Select facts in a letter to the editor. • Read a tabloid article and select passages that may or may not be accurate. • Recognize propaganda techniques used in print advertisement. (glittering generalities, testimonials, bandwagon) • Recognize hyperbole (exaggeration) on the Internet.
Applying: Identify factors that influence the credibility of informational sources.	<ul style="list-style-type: none"> • Compare fiction and biography about the same person. (Babe Ruth, Hillary Duff) • Compare an autobiography with an encyclopedia article to determine if facts are accurate.
Developing: Recognize factors that influence the credibility of informational sources.	<ul style="list-style-type: none"> • Find a fact in a grocery ad. • Recognize correct ingredients in a recipe. • Recognize factual errors in a school newspaper.
Introducing: Attend/respond to factors that influence the credibility of informational sources.	<ul style="list-style-type: none"> • Listen and respond to a newspaper being read. • Listen and respond to a news magazine. • Look at and respond to a computer program.

SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

READING GRADE 12

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate the following knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

Indicator 1: Students can recognize and analyze words.

General Education Standard: 12.R.1.1. (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.	
Alternate Content Standard: 12.A.R.1.1. (Application) Students can explain the meaning of unfamiliar words by using context clues.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Interpret the meaning of unfamiliar words by using context clues.	<ul style="list-style-type: none"> • Create sentences using context clues. • Tell, write, point to clues, use magnetic word board.
Applying: Explain the meaning of unfamiliar words by using context clues.	<ul style="list-style-type: none"> • Highlight context clues in sentences. • Use context clue for word choice. Example: I brought my (book/sink) back to the library.
Developing: State the meaning of unfamiliar words by using context clues.	<ul style="list-style-type: none"> • Point to the context clue. • Match the word to the clue. Example: antonyms, restatement, cause and effect

Introducing: Identify the meaning of unfamiliar words by using context clues.	<ul style="list-style-type: none"> Look/listen to the source of the text. Indicate the context clue. <p>Example: switch, blink, vocalize</p>
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Indicator 2: Students can comprehend and fluently read text.

<p>General Education Standard: 12.R.2.1. (Evaluation) Students can evaluate how style affects the meaning of text.</p> <p>Alternate Content Standard: 12.A.R.2.1. (Application) Students can give an example of how style affects the meaning of text.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain how style affects the meaning of text.	<ul style="list-style-type: none"> Describe how abbreviations in an ad could limit the reader's ability to understand. Describe how jargon (technical vocabulary specific to the subject) can limit a student comprehension. Describe how dialect can add or detract from a story. (Southern dialect in <i>Huck Finn</i>)
Applying: Give an example of how style affects the meaning of text.	<ul style="list-style-type: none"> Explain how the use of cliché and slang changes the meaning for the reader. Explain how certain words used in advertisements entice a student to buy the product.
Developing: Identify writing style.	<ul style="list-style-type: none"> Determine whether a piece of writing is technical (writing for the workplace- letters, directions, résumé, manuals) or fiction. Identify whether a piece is a poem or a play. Compare rap lyrics to country music lyrics.
Introducing: Attend/respond to how style affects the meaning of text.	<ul style="list-style-type: none"> Listen to stories of different styles. Examples: <i>Hamlet</i>, <i>To Kill a Mockingbird</i>, <i>A Brave New World</i>, <i>Black Elk Speaks</i> Respond to the comic section of a newspaper. Activate a switch to choose preferred style Examples: Do you want a frightening story or a humorous one?

General Education Standard: 12.R.2.2. (Application) Students can read fluently to comprehend grade-level text.	
Alternate Content Standard: 12.A.R.2.2. (Comprehension) Students can read fluently to comprehend ability-level text.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Read fluently to comprehend text.	<ul style="list-style-type: none"> • Use repetition to increase speed and accuracy of two or more sentences.
Applying: Read fluently to comprehend grade-level text.	<ul style="list-style-type: none"> • Use repetition to increase speed of two or more sentences.
Developing: Apply fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Listen to and follow compound and complex sentences.
Introducing: Attend/respond to fluency strategies to gain meaning from text.	<ul style="list-style-type: none"> • Listen to and follow compound sentences.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standard: 12.R.3.1. (Evaluation) Students can evaluate text for the author's style.	
Alternate Content Standard: 12.R.3.1. (Comprehension) Students can recognize how writing can change meaning for the reader.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain how writing style can change the meaning for the reader.	<ul style="list-style-type: none"> • Identify slang terms in informal writing. • Recognize satire in a written piece. • Compare the mood of two poems.
Applying: Recognize how writing can change meaning for the reader.	<ul style="list-style-type: none"> • Recognize sarcasm and sincerity in a greeting card. • Recognize the difference between formal and informal writing. (e.g. letter to editor and letter to friend, directions on a job application) • Recognize the difference between poetry, drama, and fiction. • Recognize the difference between irony and satire.
Developing: Match the writing style of literary works.	<ul style="list-style-type: none"> • Contrast a poem and a want ad. • Identify the mood or message of a person by recognizing tone.

	<p>Example: use a different tone of voice</p> <ul style="list-style-type: none"> Recognize how the use of punctuation changes the meaning for the reader.
Introducing: Attend/respond to different writing styles.	<ul style="list-style-type: none"> Listen to stories with a variety of styles. (Native American, Shakespeare, folk tales, Steinbeck) Explore stories on a computer. Listen to a role play in the classroom.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<p>General Education Standard: 12.R.4.1. (Evaluation) Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.</p> <p>Alternate Content Standard: 12.A.R.4.1. (Comprehension) Students can identify the depiction of human experience in literary works from diverse cultures, locations, and time periods.</p>	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Explain the depiction of human experience in literary works from diverse cultures, locations, and time periods.	<ul style="list-style-type: none"> Compare mystery styles. (Stephen King and Edgar Allen Poe) Compare diaries from the same period but different culture. (German and Japanese internment camp) Contrast poetry from different eras. (Maya Angelou and Emily Dickinson)
Applying: Identify the depiction of human experience in literary works from diverse cultures, locations, and time periods.	<ul style="list-style-type: none"> Identify similarities in the main character in works from different eras. (Laura Ingalls Wilder and the American Girl series, Nancy Drew and Buffy the Vampire Slayer, Superman and Captain Underpants) Compare lyrics of different eras. (“Yankee Doodle” and “Proud to Be an American”) Compare diaries from different eras. (<i>Anne Frank</i> and your own)
Developing: Recognize the depiction of human experience in literary works from diverse cultures, locations, and time periods.	<ul style="list-style-type: none"> Recognize social customs from different cultures through written work. (eye contact, sneezing, obscene gestures) Read stories from a variety of cultures and eras. (Native American, Shakespeare, Steinbeck, Vonnegut, Amy Tan, Toni Morrison)

	<ul style="list-style-type: none"> • Create meals using recipes from different cultures.
Introducing: Attend/respond to the depiction of human experience in literary works from diverse cultures, locations, and time periods.	<ul style="list-style-type: none"> • Listen and respond to stories from a variety of cultures. (Asian, Native American, different religions, disabilities, rural vs. city) • Explore and respond to classic literature. (Shakespeare, Steinbeck, Sophocles, Aesop's fables) • Listen and respond to lyrics from different time periods. (swing vs. hip hop, rock vs. blues, Grunge vs. opera)

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standard: 12.R.5.1. (Synthesis) Students can synthesize information from multiple sources to analyze issues and to make decisions for research.	
Alternate Content Standard: 12.A.R.5.1. (Application) Students can organize information from multiple sources to make decisions for research.	
Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
Advancing: Compare and contrast information from multiple sources to analyze issues and to make decisions for research.	<ul style="list-style-type: none"> • Recommend literature to help others solve problems. (emergency numbers, how to operate a fire extinguisher, directions for the Heimlich maneuver) • Read and follow directions for over-the-counter medicine. (when to take it, how much to take, for what symptoms) • Locate personal information on I.E.P.'s for self-advocacy. (accommodations, modifications, goals)
Applying: Organize information from multiple sources to make decisions for research.	<ul style="list-style-type: none"> • Find information for a specific topic. (best pet for me, good hobby to start, directions on caring for a rose bush) • Use the Internet to research the benefits of a certain job. (hours, pay, expectations, conditions) • Use the Yellow Pages to solve a health problem. (pharmacy address, medical doctor's phone number, dentist)

<p>Developing: Collect information from multiple sources to make decisions for research.</p>	<ul style="list-style-type: none"> • Select a healthy meal from two choices. • Explain why a job would not be appropriate. • Read a social story and offer an appropriate solution.
<p>Introducing: Attend/respond to information from multiple sources to make decisions for research.</p>	<ul style="list-style-type: none"> • Select a food from two or more choices. • Explore and respond to jobs according to ability level. (hit switch to run shredder, can crusher) • Explore and respond to the classifieds. (listen to job descriptions, watch teacher find the classifieds) • Respond to questions about a job.